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ABSTRACT

This handbook provides an experience-based career education (EBCE) program director with guidelines and a structure for planning and conducting staff development activities with a minimum of assistance from outside the district. General principles are discussed to offer guidelines to present a staff development program to meet needs. A discussion of planning considers activities in the first and second weeks as well as on-going staff development and progress monitoring. Descriptions are then given of activities designed to clarify EBCE goals, explain the use of program procedures and forms, and provide practice in using the skills needed to operate the program. Each activity description contains (as appropriate) a statement of purpose, recommended approach, key points, suggested discussion questions, list of materials needed, prerequisites for the activity, time required, one or more variations to the recommended approach, and related references. Activities, presented in the recommended sequence for conducting them, are (1) Introduction to Staff Development, (2) Educational Values, (3) Program Overview, (4) Student Program Walk-Through, (5) Resource Development, (6) Project Planning, (7) Implementation Planning, (8) Student Program Planning, (9) Evaluating Project Plans, and (10) Student Advisory Group Meetings. Appendixes include a student program walk-through, implementation planning checklist, and sample student project plans. (YLB)

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STAFF DEVELOPMENT HANDBOOK

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INTRODUCTION

The purpose of this handbook is to provide an EBCE program director with guidelines and a structure for planning and conducting staff development activities with a minimum of assistance from outside the district. It pinpoints the essential parts of the model that the program director should emphasize to the staff and helps him* select and schedule staff development activities. Since some of these activities involve the planning or carrying out of implementation tasks, it also helps the staff get their program underway.

FWL-EBCE DOCUMENTS

Because the handbook is intended to help an EBCE staff use the rest of the FWL-EBCE documents, it does not stand alone. To be an effective staff development leader, the program director must be thoroughly oriented to the FWL-EBCE model through careful study of the complete set of documents and/or participation in one or more workshops. The director also needs to know why the district is adopting the program and what it is expected to accomplish. To prepare for and fully benefit from the staff development activities, the rest of the EBCE staff should read the selected readings suggested in Exhibit 1. Since careful study and use of the EBCE handbooks are so important, a brief description of each document is given below.

Guide to Adoption and Implementation Decisions

This document provides guidelines to help district decision-makers decide whether the FWL-EBCE model, in whole or part, will meet local needs and

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*Throughout these volumes we have generally used the masculine pronouns *he*, *him*, and *his* in instances where we obviously mean to refer to both male and female students, staff, or resources in the community. We were unable to find an alternative which was not cumbersome.

interests. If so, it aids users in selecting reading materials to gain familiarity with FWL-EBCE, guides them in assessing its compatibility with district needs and characteristics, helps them select or design EBCE program features to suit local conditions, and directs their attention to decisions that should be made prior to the efforts of an EBCE staff to carry out implementation tasks and prepare to operate the program.

VALUES & INFORMATION . . . An Approach to Evaluation Planning

This document offers suggestions and guidelines to help a staff prepare an evaluation plan based on an assessment of local needs and conditions. It is written principally for the EBCE program director and evaluator, and secondarily for the EBCE program staff and certain district staff members.

Management Volume

1. *Program Overview:* Contains detailed description of the Far West model goals; key features and terms; roles of resources, students, and EBCE staff; and operational handbooks.
2. *Administration:* Describes staffing and logistical requirements, and administrative procedures.
3. *External Relations:* Provides guidelines for developing and maintaining relationships with local schools and community groups, unions, parents, and significant others, and for the establishment of a policy advisory board.
4. *Student Recruitment and Selection:* Describes student recruitment and selection methods.

Resources Volume

5. *Resource Development:* Describes strategies and methods for the recruitment, analysis, development, and maintenance of learning resources in the community (Resource Persons, Resource Organizations, and Community Resources).
6. *Guide for Resource Persons:* A pamphlet (easily adaptable for local use) designed to orient resources in the community to the Far West program.

7. *Package Development:* Describes procedures for developing, using, and updating project planning packages as tools to facilitate the planning of student projects in a variety of subject or career areas.

Guidance and Instruction Volume

8. *Orientation:* Describes methods for orienting new students entering the EBCE program.

9. *Learning Coordination:* Describes processes for entry assessment of student needs and interests, student program planning, conducting student advisory group meetings and project seminars, progress monitoring (including on-going assessment of needs and interests), credit assignment, and record-keeping. This handbook, the core of the set, also discusses alternative teaching strategies, problems that may arise and ways of dealing with them, and the role of the learning coordinator.

10. *Supplementary Curriculum:* Describes staff roles and how to arrange, use, and coordinate supplementary learning resources and activities, including individual and small group tutoring, workshops, external courses, and instructional materials.

Project Planning Packages Volume

Each package provides guidelines for student project planning in one of five career/subject areas:

11. *Commerce*

12. *Communications and Media*

13. *Life Science*

14. *Physical Science*

15. *Social Science*

EXHIBIT 1

RECOMMENDED READING SELECTIONS

Staff development activities are more effective when the participants read key selections. Each participant should read the following prior to or during the first week of staff development.

Volume	Document	Page
MANAGEMENT	1. Program Overview	all
	2. Administration	31-32, 49-61
RESOURCES	5. Resource Development	22-23, 35-43
	6. Guide for Resource Persons	all
GUIDANCE AND INSTRUCTION	9. Learning Coordination	1-111
PROJECT PLANNING PACKAGES	Any one of the five	all

PREPARATION FOR STAFF DEVELOPMENT

You are ready to begin staff development after the basic program has been designed and initial implementation tasks have been completed. At a minimum, the following things need to be in place first.*

- The staff should be selected and available to help implement the program and to participate in staff development activities.
- The size and scope of the program should be determined (the number of students to be admitted, the student/teacher ratio, and the maximum number of credits students can earn through the program).

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*It is recommended that you examine the *Guide to Adoption and Implementation Decisions*, Tasks 3 & 4. If these key decisions have not been made, staff development and program implementation will be very difficult.

- The type of students the program will serve should be identified (including grade level, whether they will be drawn from one school or from throughout the district, and requisite needs, skills, or abilities for entrance).
- The starting date should be set so that the staff have a time frame within which to work.

One further comment -- this handbook is intended to help local staff members prepare themselves to implement programs ranging from adoption of a full-model, to an adaptation that uses only parts of the model such as resource development procedures or student projects. Bear in mind that what you want to implement will affect how you go about it -- the time required, the staff members who should be involved, and the staff development activities that will be used. Wherever appropriate in the sections that follow, suggestions for different ways of conducting staff development have been made.

STAFF DEVELOPMENT GOALS

The staff development approach described herein assumes that the individuals chosen to staff an EBCE program agree with its underlying concepts and principles. The FWL-EBCE staff development activities do not aim to change individuals' basic values or beliefs (and it is questionable whether any two-week program could). Rather, they are intended to help a new EBCE staff develop a more complete understanding of the FWL-EBCE model and how it works so that they can make informed decisions about adapting and implementing it in their own community.

Nor does the approach here attempt to teach needed basic skills, such as the ability to think rationally, listen well, speak clearly, and write grammatically. However, the FWL-EBCE staff development activities will help individuals who possess those skills learn how to use them in planning for program implementation, developing resources, and working with students individually and in small groups.

The goals of staff development are to help the program director and the EBCE staff:

- identify and define the specific elements of the EBCE program to be implemented;

- plan and perform some of the tasks necessary to get ready for and operate an EBCE program; and

- develop the particular skills (e.g., resource site analysis) and knowledge (e.g., the definition of a project) to implement and operate an EBCE program.

GENERAL PRINCIPLES

The FWL-EBCE staff development program is, like its program for students, experience-based and learner-centered. It is designed so that the staff members can observe and practice the behavior and skills they will soon help students learn. This is accomplished by making the staff development leader's role comparable to that of the learning coordinator (LC), by eliciting the active participation of the staff as much and as often as possible, and by focusing the activities, whenever appropriate, on implementation tasks that need to be completed. The general principles discussed below offer guidelines to help you plan and conduct a staff development program to meet your needs.

The program director/staff development leader serves as a facilitator and resource to the group. The program director provides direction for the group and is the "expert" among them on FWL-EBCE. He is also knowledgeable about the district's plans for EBCE and how those plans will shape the program the group will implement. As a learning facilitator, the leader should demonstrate in his own actions the behavior he wants the staff to emulate with students. Thus, the leader should promote the confidence of the staff members in their ability to learn, maintain an open, non-authoritarian atmosphere, and use questioning as his predominant mode of discourse. (*Learning Coordination*, pp. 9-10, further defines facilitating in terms of the LC/student relationship. This definition also holds true for the relationship between the program director and the rest of the EBCE staff.)

Staff development activities should be responsive to the participants' needs. Learning is most effective when the knowledge and skills being learned are related to perceived needs and when individual differences are recognized and accommodated. Since different staff members will have different preferred learning styles, such preferences should be considered when planning activities. Think about alternative ways of meeting the same goal and offer options to your staff. If necessary, compromise to accommodate some of the differences among staff. For example, in the Project Planning activity (page 49), one staff member might want to role-play the learning coordinator, while the others plan projects. Or, the staff may prefer you lead them through the process of planning a project as a group.

Staff development activities should incorporate the methods and strategies of EBCE. What staff members experience is likely to have a greater effect on their understanding of EBCE than what they read or are told. For this reason, activities similar to those the students will experience (such as planning projects and interviewing resources) ought to be emphasized through role plays and simulations. Such techniques make staff members active participants, put them through some of the experiences their students will have, and enable them to observe and practice the skills and behavior they will help students learn.

The participants are responsible for their own learning. If staff development is to be responsive to the needs and concerns of the participants, each must relate what he is learning to his own needs and interests and inform you when they are not being met. As passive recipients of information, they will be unable to get a good grasp of the program. Rather, they must actively work at understanding it by participating in discussions and practicing using their newly-acquired skills and knowledge.

The program director/staff development leader should observe and adjust to the mood of the group. While a predetermined agenda is vital to good planning and effective use of time, it should be flexible. Plan for contingencies; be prepared to change as the needs and mood of the group change. Unanticipated topics may arise that must take priority over an item on the agenda; or a planned activity may produce an unexpected result that ought to be capitalized upon as a worthwhile learning experience. In addition, the leader should be a good reader of the participants' behavioral cues (e.g., side conversations, clockwatching, restlessness), and know when to change topics or activities.

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PLANNING

The first consideration in planning your staff development program is when staff will be available and, therefore, when to begin. It is essential that all staff members participate in the first week of pre-operations staff development, and in the following weeks, have large blocks of time (three to four hours several times a week) when they can meet regularly to assess progress, make decisions, plan, participate in other staff development activities, and share problems, information, and ideas. The minimum time needed to adequately plan and implement a full-model adoption of the FWL-EBCE program (including conducting pre-operations staff development) is one month with all staff available full-time. It takes an experienced person about one working day to develop one Resource Person. (Resource Organizations take longer; see *Resource Development*, p. 27.) You should plan to have as many fully-developed resources as you will have students when school opens. For example, three people working full-time ought to be able to develop 50 Resource Persons in about three and a half weeks. If you have a smaller staff or expect to have more students, you will either need more time or have to use some short cuts. Of course, that is just one implementation task, but it can guide you in establishing realistic timelines for planning.

A one-month time frame allows for two weeks of staff development activities separated by two weeks devoted to necessary implementation tasks (interviewing resources, writing resource guides, adapting forms, arranging for facilities and equipment, setting up files, recruiting and selecting students, etc.). Two months provide the staff with enough time to become confident in their knowledge of the program, to handle unforeseen delays (in obtaining equipment or facilities or in production of materials and forms), and to secure a well-developed pool of resources. Other factors that will affect your staff development program include the following.

- o The nature of the program to be implemented. Are you adopting all (or nearly all) of the FWL-EBCE model; are you modifying an existing program; or are you adapting some of the FWL-EBCE procedures and materials to the special needs of your district and school? A full-model adoption requires the least development -- the procedures and materials exist; you need only learn what they are and how they should be used. Modification of an existing program and adaptations of the FWL-EBCE model demand more time for decision-making and planning.

- The quantity and quality of the district planning. The major program design decisions should have been made by district planners before the EBCE staff is hired. (These decisions and guidelines for making them are addressed in the *Guide to Adoption and Implementation Decisions.* Were those decisions made? Were preliminary steps, such as recruiting students during the previous spring, taken?

- The size of the staff. Several of the activities call for one-on-one interactions. If you have a large staff, you may want to break it up into smaller groups, doing some activities more than once, or have other members of the staff serve as co-leaders.

- The time available before school opens. This time should be measured not just in terms of the number of weeks before the first day of school but in the number of working days and hours per day that each and every member of your staff is available to work on the program during that time.

In addition to conducting staff development, this time will be used to draft an implementation plan and carry it out. Although the major design decisions will have been made by district planners, the EBCE staff will have to make some operational decisions, such as how often to hold advisory groups and how to orient new students to the program. Making these and similar decisions and planning implementation tasks are included as a staff development activity (page 55) for several reasons: to get staff members started working together as a team; to enable you to observe the planning, decision-making and group process skills of your staff members; and to provide the staff with an overview of what needs to be done.

The Implementation Planning Checklist (page119) can help you select and describe in detail the characteristics of your program. On it is listed each element of the FWL-EBCE model with citations to the program documents. Referring to these sections should help you decide whether a particular element is appropriate to your situation and, if not, how you might adapt it to meet your needs. As well as being a useful tool for helping make decisions about the characteristics of the program you intend to implement, the checklist, when completed, becomes a plan on which is recorded decisions that must be made and tasks that must be completed, by whom, and when.

PRE-OPERATIONS WEEK ONE*

The first week of activities follows a fairly standard pattern from site to site -- no matter what the intended program, the new staff must be oriented to FWL-EBCE. Even if the program to be implemented will be a major adaptation of the model, the staff must understand what the model is and how it works in order to make informed decisions about needed changes. In addition, the week should fulfill two important purposes:

1. It should provide staff members with a sufficiently thorough and accurate understanding of the program to know whether the EBCE approach is consistent with their individual needs and values. The staff development activities proposed in this document will not change basic attitudes and values. If members of the staff do not agree with the concepts, principles, and values underlying EBCE, the activities are not likely to alter their opinions. Thus, this week could be the final step in the staff selection process, just as the student orientation permits students who discover EBCE does not meet their expectations (needs and interests) to return to their regular program.

2. It should provide staff members with the skills and knowledge they need to carry out the critical first tasks of program implementation: planning the implementation; developing resources; recruiting students; and adapting forms and materials.

The first week, then, ought to include the following six key activities (or appropriate substitutes), which are described in the sequence recommended for conducting them.

1. Educational Values -- a session in which the staff members are asked to respond to the question, "What should a high school graduate know or know how to do?" They are then asked to rate their responses according to importance. Finally, they discuss effective ways of learning those knowledges or skills they have identified as "essential." This activity is useful for stimulating the participants to share their ideas and values and relating them to educational purposes, goals, and methods. (Activity #2, pp. 25-28)

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*Although planned as five full consecutive days, this week can be condensed to three or four days or spread out over three half-days per week for three weeks.

2. Program Overview -- in which the key characteristics and elements of the FWL-EBCE model are described and discussed so that the staff acquires the "big picture" and terminology needed to participate in other training activities. (Activity #3, pp. 29-34)

3. Student Program Walk-Through -- using a hypothetical student and examples of program forms, the process of student program planning, project planning, progress monitoring and credit assignment are illustrated and discussed. (Activity #4, pp. 35-39)

4. Resource Development -- designed to prepare the entire staff to recruit and develop resources for the initial resource pool. (Activity #5, pp. 41-48)

   a. Preparation: a simulated resource development interview with the staff development leader role-playing a resource and a staff member conducting the interview, explaining the program and seeking to identify what a student might do and learn while working with the Resource Person. The entire group is asked to outline suggested learning activities for a "Resource Guide" and to critique the interview. The activity helps staff members grasp what they need to know in order to answer the questions of a potential resource, and to understand the kinds of information they need to obtain to produce adequate Guides on resources for student and staff use.

   b. Practice: Appointments with potential resources in the local community are arranged by the EBCE staff in advance. Standard practice calls for the leader to conduct the first interview, observed by one or two of the EBCE staff. The observers then write Resource Guides based on the interview and both interview and guides are critiqued. In the next interview, a staff member is observed by the staff development leader and one or more other staff members. Again, guides are written and both the guides and interview are critiqued. As a result of the Resource Development training activity, the EBCE staff members should have actually begun developing their resource pool, become confident in their ability to meet and deal with the business community, and learned to write interesting and realistic Resource Guides.

5. Project Planning -- using their (often just-gained) knowledge of resources in their community and the kinds of things students can do and learn with them, each staff member is asked to plan a mock project he would be interested in pursuing, using the appropriate project planning package as a reference. The leader acts as LC, illustrating that role. Some of the facilitative behaviors of LCs are then discussed in group session and the project plans are critiqued by the group. Since projects and packages are the key mechanisms for planning, organizing,

monitoring and evaluating student experiences and learning, the staff needs a good grasp of these elements of the model as early as possible. (Activity #6, pp. 49-53)

6. Program Implementation Planning -- one or more sessions in which the staff members are led through the process of planning what they want their program to be like, what they need to have ready to begin operations with students, what tasks they need to perform, individual responsibilities and deadlines. The results are at least an initial implementation plan to guide their activities and an exposure to a systematic planning process. (Activity #7, pp. 55-62)

Study the sample schedules on the following pages, paying particular attention to the way the above described activities fit into the respective time frames of one week (staff available full-time) and three weeks (staff available only two days per week). If you plan a major adaptation of the FWL-EBCE model or a modification of an existing program using some of the Far West procedures and materials, you may wish to reduce the amount of time spent on resource development activities in order to concentrate on program design. The activity descriptions (starting on page 19) include suggestions for reducing the amount of time required to conduct them.

AFTER THE FIRST WEEK OF STAFF DEVELOPMENT

You should allow a minimum of from two weeks up to four or more weeks (depending on availability of staff and when the first term begins) for the staff to study the FWL-EBCE handbooks and materials, begin developing resources, adapt program forms, develop student selection criteria and procedures, recruit students, arrange facilities and equipment, and plan the student orientation. During this time, the staff members will work individually as well as in large and small groups. Monitor each person's progress in his individual responsibilities to determine whether necessary tasks are getting done and to learn how well each functions independently.

These weeks enable the staff members to discover how much they have learned about EBCE and to practice much of what they have learned. It is also a period when individual strengths and weaknesses will become apparent. An individual's ability to write clearly, concisely, and under pressure will

EXHIBIT 2

IMPLEMENTATION AND STAFF DEVELOPMENT SCHEDULE:

BASIC FORMAT

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>Week 1</td><td>AM: Get acquainted
Brief history of EBCE
Agree on an agenda
District plan for EBCE
Training approach
PM: Educational Values
Overview of EBCE
Walk through a student program
Question and answer
Evening: Study Program Overview, Administration (pp. 31-32, 49-51), Resource Development (pp. 22-28, 35-48)</td><td>AM: Resource Interview preparation
Resource interview #1 (conducted by staff developer)
Outline Resource Guide
PM: Resource Interview #2 (conducted by participant)
Discuss interviews
Write Guides based on Interviews #1 or #2
Evening: Study Guide for Resource Persons Learning Coordination: Introduction and Entry Assessment (pp. 1-20), Project Planning (pp. 38-59)</td><td>AM: Critique resource guides
Begin program implementation planning
PM: Resource Interview #3 (conducted by participant)*
Resource Interview #4 (conducted by participant)*
Discuss interviews and write resource guides
Evening: Study Learning Coordination: Credit Assignment (pp. 97-112), Program Planning (pp. 21-38)</td><td>AM: Critique resource guides
Individual project planning
Critique plans
Question and answer
PM: Continue program implementation planning
Evening: Study Learning Coordination: Advisory Groups and Progress Monitoring (pp. 61-96)</td><td>Finish program implementation planning
Question and answer
Assess accomplishments during week
Consider additional staff development needs</td></tr>
<tr><td>Weeks 2-6</td><td colspan="5">STAFF WORKING SESSIONS AND INDIVIDUAL STUDY
Working Sessions: detail implementation plans
identify resource needs and develop resources
plan student recruitment and orientation
identify and plan activities for future staff development needs
Individual Study: focus on resource development, instruction and guidance, and project planning packages
refer to Student Recruitment, Orientation, External Relations, and Supplementary Curriculum as needed</td></tr>
<tr><td>Week 7</td><td colspan="5">Conduct staff development workshops in one or more of the following areas as needed:
o project planning (includes using packages, evaluating projects and assigning credit)
o conducting advisory groups
o student program planning
o monitoring students' progress
o supplementary curriculum (including planning activities, monitoring students' progress and assigning credit)
Assess progress toward implementation, revise plans as necessary</td></tr>
<tr><td>Week 8</td><td colspan="5">Complete implementation tasks</td></tr>
</table>

*These two interviews are scheduled simultaneously and each is observed by half of the participants.

NOTE: The resource development activities in this schedule are geared for a staff of from 10 to 15 persons and one staff developer.

EXHIBIT 3

IMPLEMENTATION AND STAFF DEVELOPMENT SCHEDULE:

VARIATION

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	AM: Get acquainted History of EBCE District plan Training approach Agree on agenda PM: Educational Values Overview and Walkthrough Student program Question and answer	Study Program Overview Administration (pp. 31-32, 49-51) Resource Development (pp. 22-26, 35-43)	Study Guide For Resource Persons	AM: Resource development preparation (simulation) Outline resource guide PM: Resource interviews (staff developer leads) Question and answer	
Week 2	AM: Write first resource guides PM: Turn in guides Resource interviews (participants lead)	Study Learning Coordination: Introduction and Entry Assessment (pp. 1-20)	Study Learning Coordination: Project Planning (pp. 38 (pp. 38-59) Credit Assignment (pp. 97-11) Project Planning Packages (At least one package)	AM: Critique first guides Write second guides PM: Critique second guides Develop project plans Critique plans	
Week 3	Study Learning Coordination: Program Planning (pp. 21 (pp. 21-38) Advisory Groups and Progress Monitoring (pp. 61-96)	AM: Student program planning Question and answer PM: Begin planning program implementation	Study External Relations Student Recruitment Orientation Supplementary Curriculum (Each staff member selects one of the above to study)	Complete program implementation plan including: what staff wants/needs to have ready; specific tasks; decisions to be made; information needed; staff development needs; deadlines and staff responsibilities. Assess accomplishments	
Weeks 4 through 7	STAFF WORKING SESSIONS AND INDIVIDUAL STUDY Working Sessions: detail implementation plans identify resource needs and develop resources plan student recruitment and orientation identify and plan activities for future staff development needs Individual Study: focus on resource development; instruction and guidance; and project planning packages refer to Student Recruitment and Orientation as needed				
Week 8	Conduct staff development workshops in one or more of the following areas as needed: o project planning (includes using packages, evaluating projects and assigning credit) o conducting advisory groups o student program planning o monitoring students' progress o supplementary curriculum (including planning activities, monitoring students' progress and assigning credit) Assess progress toward implementation, revise plans as necessary				
Weeks 9 & 10	Complete Implementation Tasks				

This schedule is designed for a staff which is only available two days per week.

become evident by having to write Resource Guides; you will be able to observe the skill level of staff members in other areas critical to successfully operating an EBCE program, such as time management and planning, teamwork, decision-making, and interpersonal skills. It will also give you an opportunity to test your own skills in these areas and as a manager, supervisor and leader.

By the end of week one, your staff will probably be suffering from "information overload" and may be anxious about the coming weeks. Individual staff members won't be planning the classroom curriculum that is most familiar to them and they may not have more than a vague idea of what they will be doing with students or what students will be learning. Active involvement in resource development -- talking to resources, finding out what students can do and learn in the community, writing suggested learning activities for Resource Guides -- helps to allay these fears. Planning the student orientation -- deciding how long it will last, what students will do, which staff members will be responsible for what activities, how much and when credit will be awarded to students, developing a schedule of activities for students and staff -- also enables the staff to get a firm grasp on what students do and learn on a daily basis through EBCE. These tasks give the staff a feeling of "owning" the program (taking something designed by someone else and imparting to it a unique character and shape), while providing them with experiences that can be the basis for further staff development.

Inevitably, though, the staff will discover there are some things about EBCE they do not understand and others they have forgotten. Now is the time to hold additional staff development sessions.

PRE-OPERATIONS WEEK TWO

The second week of staff development need not be arranged to fill five full consecutive days. If necessary, you can schedule a series of activities spread out over two or more weeks. However, setting aside one full week enables the staff to sit down together and review progress thus far, to assess individual strengths and weaknesses, to try to deal with those strengths and weaknesses, and to take a second look at what they hope to accomplish by the first day of school.

No two sites need include the same activities in this second week. Some will cover all the topics listed on the sample schedules. Others will have omitted some things the first week that need to be done now. Still others will have to repeat some of the first week's activities. The second week focuses on assessing progress and providing information and activities to help staff members acquire skills and knowledge they now know they lack. The following topics are usually of concern: how to use the project planning packages and their relationship to awarding academic credit on the basis of student performance; how and when to monitor students' progress in daily activities and toward graduation; and the purpose, content, and scheduling of student advisory groups and project seminars.

Since the second week is less standardized and more individualized than the first week's pre-operations session, review program plans and progress with your staff to devise an agenda based on current problems and needs. Encourage staff members to lead some of the workshops to give them the opportunity to practice EBCE processes and test their knowledge and understanding of the program. When they do, provide them with immediate feedback about their performance. Among the activities you can use are:

- Student Program Planning -- using a hypothetical student, the program director (or a staff member who has studied *Learning Coordination*) will lead the group through the process of developing a student's long-term plan and semester program. Participants will be asked to complete a Long-Term Plan, a Physical Education Plan, an overview of the student's program, and a Weekly Activity Schedule. (Activity #8, pp. 63-71)

- Credit Assignment and Use of Packages -- using one or more project plans completed by students in EBCE programs, the program director (or a member of the staff who has studied *Learning Coordination*) and each EBCE staff member will assess the plans using the appropriate package goals and goal checklists and the Project Checklist. Results will be compared and discussed in terms of program criteria for acceptable projects and how these criteria should be applied. (Activity #9, pp. 73-78)

If a schedule of activities for the student orientation has not been developed, this is a good time to get the whole staff working on it. If you intend to use press releases as part of your student recruitment campaign, but have not written them yet, drafting them is a good way to discover how well the staff understands the program and can synthesize that knowledge in a brief description. This task can also reveal differences in perceptions among your staff about how the program will work on a day-to-day basis. This is a good time to discuss staff members' daily and weekly schedules; when and how often staff meetings will be held; whether team teaching is a strategy the staff wishes to use and if so, when and how; how project seminars will be structured, where they will be conducted, how often, and who will be responsible for each package; and all the other details of the program.

ON-GOING STAFF DEVELOPMENT AND PROGRESS MONITORING

The need for staff development does not end when students arrive. Though all the staff should participate in deciding what problems, skills, and subjects on-going staff development activities will address, one person (preferably the program director) should be responsible for leading and arranging those activities. In order to gain insight into the problems and needs of the staff, you will have to keep on top of what individuals are doing, how the program is going, and where the problems or potential problem areas are. Regular staff meetings can be the forum for staff development activities -- both to discuss whether the program that was planned is the program that is being operated and to participate in a variety of workshops, discussions and planning and decision-making sessions to help you and your staff meet individual and program goals. The *Administration* Handbook (pp. 13-14, and 37-43) includes guidelines for monitoring progress and for on-going staff development. The activity descriptions that follow can be used at any time during the year. It is essential, however, to refer to other sources as well for additional suggestions regarding on-going staff development. One last reminder -- there is considerable evidence that positive reinforcement greatly enhances learning and behavioral change. Your relationship to the staff will, in large measure, determine the effectiveness of staff development.

STAFF DEVELOPMENT ACTIVITY DESCRIPTIONS

The purposes of the staff development activities are to orient the staff members to EBCE, introduce them to its fundamental processes, and get them started implementing their program. The activities are designed to clarify EBCE goals, explain the use of program procedures and forms, and provide practice in using skills that will be needed to operate the program. The set of activities orients and trains the staff and involves them in implementing the program. The descriptions assume that the activities will be led by the EBCE program director, and that this person has previously read and studied the entire set of handbooks.

The particular activities described below have been used profitably by Far West Laboratory in various school districts; however, you may wish to design others to meet specific local needs. If so, these additional ones should involve the participants as actively as possible, and give them opportunities to practice and test their knowledge and skills. (If you believe your staff is not benefiting from staff development because they are not using good listening skills, you can engage them in an exercise to help them overcome this habit.*)

Each description contains (as appropriate) a statement of purpose; a recommended approach; key points; suggested discussion questions; a list of materials needed; prerequisites for the activity; the time required; one or more variations to the recommended approach; and related references. The activities are presented in the recommended sequence for conducting them.

1. Introduction to Staff Development: getting to know one another, discussing the purposes and goals of staff development, and developing an agenda.

2. Educational Values: establishing a free exchange of ideas about the purposes and goals of secondary education.

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*Epstein, Charlotte, "The Four-Stage Rocket", *Affective Subjects in the Classroom* (Scranton, PA: Intex Educational Publishers), pp. 48-57. Provides a good example of an activity to help improve individual listening skills in group situations.

3. Program Overview: describing the FWL-EBCE model including key terms, staff roles, and program goals.

4. Student Program Walk-Through: demonstrating how entry assessment, program planning, project planning, and scheduling come together in one student's program.

5. Resource Development: addressing the purposes of resource development and giving participants the opportunity to practice interviewing resources and writing resource guides, while developing the program's first Resource Persons and Organizations.

6. Project Planning: planning projects and exploring the learning coordinator's role in helping students plan them.

7. Implementation Planning: designing the program and developing a plan for implementing it, including assigning staff responsibilities and deadlines for the implementation tasks.

8. Student Program Planning: going through the process by planning an imaginary student's program.

9. Evaluating Project Plans: assessing project plans using FWL-EBCE criteria; reviewing and, if necessary, modifying those criteria to meet local needs.

10. Advisory Groups: simulating an advisory group session, conducted by one of the participants, to explore purposes and methods of this group structure.

STAFF DEVELOPMENT ACTIVITY #1:
INTRODUCTION TO STAFF DEVELOPMENT

PURPOSE AND GOALS

For the staff development activities to be effective, the participants should understand the principles on which they are based and their role in them. They should take part in planning the sessions, and whenever possible, lead all or parts of the activities. They should also feel comfortable with one another -- willing to express their ideas and listen to others'. The purpose of this activity is to establish these conditions, to "set the stage" for the entire staff development program.

The activity should help the staff:

1. understand the principles underlying staff development;
2. feel comfortable expressing their ideas and thoughts;
3. listen carefully to one another; and
4. begin developing rapport and cohesiveness as a staff.

RECOMMENDED APPROACH

After introductions have been made, use one of the methods described below to enable the participants to get better acquainted, or substitute one of your own.

1. Describe yourself, your interests in the program, how you became involved in it, and what you hope to achieve with it. Talk long enough to set a pattern, but not more than two or three minutes. Ask the other participants to share similar information about themselves.

2. Distribute index cards and ask each participant to write his responses to the following items:

   - one job you would like to try for a year

- someplace you would like to live, other than your present home
- the most important outcome of education
- the single most important thing you have ever learned

Ask each participant to share and explain his responses. (An individual's wish to pass should be honored.) It will help set the pattern if you start it off.

Describe the history of the district's decision to implement EBCE and its plans for the program. If possible, arrange that this part of the activity be presented by the responsible district administrator. Then explain the purpose of staff development activities and the principles upon which they are based (see page 7 of this handbook). Distribute copies of the suggested agenda (drawn up by you before this session). Review the agenda with the group briefly, explaining each activity's purpose and sequence of events. Ask the participants if they have any suggestions or modifications. It may be necessary to rearrange the agenda due to time constraints of one or more of the participants because the group has considerable experience in one area (e.g., developing community resources for students) and wants to emphasize another area (e.g., project planning) instead. The agenda should be flexible, yet provide a structure and guidelines for the work.

Key Points

1. The principles upon which the staff development activities are based are that:
    a. the staff development leader serves as a facilitator and resource to the group;
    b. the activities should be responsive to the participants' needs; therefore, participants need to make their needs explicit;
    c. staff development activities should incorporate the methods and strategies of EBCE;
    d. the participants are responsible for their own learning; and
    e. the staff development leader should observe and adjust to the mood of the group.

2. The staff will have to adapt the FWL-EBCE model to the needs and interests of their students, the purposes and requirements of the district, and the constraints of the school or other setting in which it will be placed.

MATERIALS

You may wish to use name tags. You will need 3" x 5" index cards for the second get-acquainted method described on page 21. The index cards also can be used to make name tags. Make enough copies of the suggested agenda to give one to each participant. (The staff development sessions will be more effective if you include recommended or required reading assignments on the agenda.)

PREREQUISITES

See pages 1 and 2 of this handbook for the prerequisites necessary to begin staff development.

TIME

This activity will take from 30 to 90 minutes depending on the size of the group and the get-acquainted method you use.

VARIATIONS

If the situation permits, it is nice to begin with a brief period of informal socialization, such as a coffee break.

REFERENCES

Program Overview, The Community is the Teacher (an overview of all four EBCE models published by the National Institute of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20208), *Staff Development Handbook*.

STAFF DEVELOPMENT ACTIVITY #2:
EDUCATIONAL VALUES

PURPOSE AND GOALS

This activity can be used for two major purposes, depending upon the preferred style of the activity leader and the needs of the group. It can be used as a vehicle for stimulating discussion among the participants and for eliciting their values and ideas about the purposes of education. It can also be taken one step further to relate the participants' values and ideas about the purposes of secondary education to the FWL-EBCE program goals, underlying concepts and principles, and some of the instructional and guidance procedures. Depending upon what you wish to accomplish, you may strive to achieve all of the following purposes or only the first three: (1) to stimulate thought and discussion of the purposes of education in a free, nonjudgmental atmosphere; (2) to enable the participants to share their viewpoints about education; (3) to begin the staff development with the participants' concerns and interests; and (4) to help make the staff aware of the role of their educational values in planning their EBCE program. The activity illustrates how the staff should work with students by beginning with their own concerns, values, and interests.

This activity should help the staff:

1. identify and clarify their own goals for students;
2. understand the diversity of opinion within the group;
3. understand the rationale for some of the instructional and guidance procedures in EBCE; and
4. analyze the relationship between FWL-EBCE core program goals and what the participants believe is worth knowing.*

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*Goal #4 is optional, depending upon the intended purpose of the activity.

RECOMMENDED APPROACH

Explain the purpose of the activity and the rules of brainstorming (see Exhibit 4, p. 28), asking for questions to be sure the participants understand. Begin the brainstorming by posing the question, "What should a high school graduate know or be able to do?" (If you phrase the question differently by asking -- "What should students learn in high school?" -- you will get different answers. This question is more concerned with what students will be doing during their high school years; the previous one asks for statements of desired student outcomes. If you want to achieve goal #4 on page 25, you must use the first question; otherwise, you can use whichever you prefer.) Set a time limit of 15 minutes for this segment of the activity. Participate in the brainstorming by suggesting your own ideas and asking others to clarify theirs or give specific examples, and reminding the group not to evaluate anyone's idea.

When time is up, or the participants have no more suggestions to make, ask the group to rate each suggestion using the following scale: 1 = essential; 2 = important but not essential; or 3 = neutral or not appropriate (NA). Every participant's rating should be recorded. Discuss the ratings to understand the assumptions and criteria underlying them (e.g., an emphasis on process vs. content), and to clarify ideas.

Finally, lead the group in discussing effective ways of learning those knowledges and skills it has identified as "essential." Compare these educational goals and teaching or learning methods to the EBCE goals and characteristics. (This comparison may be omitted if you only intend to stimulate an open discussion of the participants' educational values and purposes.)

MATERIALS

Blackboard, chalk and eraser or butcher paper and felt-tipped pen.

PREREQUISITES

Activity #1 should precede this activity which will not work with fewer than three participants in addition to the staff development leader.

TIME

Approximately 60 to 90 minutes.

VARIATIONS

If time is short, one of the following alternatives can be used.

1. After the brainstorming, ask each participant to select five of the items listed on the board that he thinks are most important and five that are least important. You might pose the following question: "If time did not allow you to teach everything, which items would you drop and which would you emphasize?" The results of the participants' selections should then be discussed by the group, and, if desired, compared to the EBCE program goals.

2. After the brainstorming, point to different items on the list and ask, "What is the best way to learn this?" Lead a discussion that focuses on the kinds of learning methods that are appropriate to particular student outcomes and to the preferred learning style of individual students.

   Key Point. An emphasis on acquiring problem-solving, decision-making, interpersonal, and inquiry skills; on learning about oneself and careers; and on applying basic skills in practical situations, requires an emphasis on an experience-based learning method.

REFERENCES

Learning Coordination, pp. 2-12, 115-120.

EXHIBIT 4:

HOW TO CONDUCT A BRAINSTORMING SESSION

PURPOSES AND GOALS

Brainstorming is a very useful tool in creative problem-solving and decision-making. The object is to produce a large number of ideas about a given subject or problem.* For example, brainstorming might be used to produce a large quantity of ideas about potential resources in a given area, alternative sources of information about a given problem or decision, the purposes of education, alternative courses of action in a given situation, or the essential characteristics of an educational program.

Brainstorming can also be used to stimulate group members to share their opinions and values about an issue or subject, such as the purposes of education or the relative merits of a particular law. The results of brainstorming constitute a data base for evaluation, organization, discussion, and future action.

RECOMMENDED APPROACH

The activity leader should be certain the topic to be addressed is defined clearly enough to provide direction for the group, i.e., so that the participants know what kinds of ideas they want to produce. The rules for brainstorming should be explained. Discuss the rationale for these rules. Then the session itself can begin. If the group is slow in starting, the leader can kick it off with some of his or her own ideas.

Rules for Brainstorming Sessions

1. Express no negative comments on any idea presented.
2. Work for quantity, not quality. The longer the list of ideas, the better.
3. Expand on each other's ideas. Elaborate whenever possible.
4. Ask questions to elicit clarifications, if you don't understand an idea, or for more specificity.
5. Say it, even if it seems silly.
6. Encourage unusual and far-out ideas.
7. Record every idea.
8. Adhere to a time limit.

Many situations require creative and unusual ideas. If ideas are evaluated when they are mentioned, the ideas will not flow freely and people will tend to contribute only those ideas they think others will readily accept. The object is to produce a great many ideas which can be organized, evaluated, and discussed later.

MATERIALS NEEDED

- A chalkboard or other means of recording ideas.

TIME

Brainstorming sessions should usually be short, 15-20 minutes at most.

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*When used for this purpose, brainstorming sessions will always be followed by other activities.

STAFF DEVELOPMENT ACTIVITY #3:
PROGRAM OVERVIEW

PURPOSE AND GOALS

The purpose of this activity is to provide the participants with a view of the whole FWL-EBCE model as background for the discussions and training that will take place, and a basic understanding of the model and how its various parts fit together. The activity should help the staff:

1. understand the concepts and principles upon which the program is based;
2. be aware of program goals;
3. know the most important activities engaged in by EBCE students;
4. be aware of key terms (see Exhibit 5);
5. understand key staff functions; and
6. realize that the FWL-EBCE model must be adapted to local needs and constraints.

RECOMMENDED APPROACH

Use the sequence outlined under Key Points to organize your presentation. The references given with the key points will help you develop your explanations. If available, introduce the overview with a slide tape presentation about the program. Your whole presentation should show the relationships among the elements of the program, emphasizing the student and the processes that affect him.

Distribute copies of the handouts (see materials on page 32) after your presentation, allowing time for questions. Different presenters do this in different ways. Some like to make a straight presentation (20-30 minutes), followed by a question and answer period, especially for large groups. Others like to stop periodically after major points to invite questions. For small groups, an informal approach -- inviting interruptions at any time -- may be preferred.

Key Points

1. The FWL-EBCE model is a comprehensive high school program that is highly adaptable to meet local needs. It can be implemented as a full- or part-time program; one that balances career and academic learning or it can place more stress on careers or academics.

2. Program goals emphasize career development (knowledge about careers, about self, and integrating information about both; development of career entry skills), life skills (problem-solving, decision-making, inquiry, and interpersonal skills), and basic skills (reading, writing, computation, and oral communications). Academic subjects or subject matter content are used as the vehicle for developing or expanding process skills. These goals need to be studied and adapted by the staff. (*Learning Coordination*, pp. 115-120)

3. The key characteristics and organizing concepts of EBCE are that it is experience-based, career-oriented, student-centered, and it uses adults as facilitators and resources. (*Program Overview*, pp. 2-3) These organizing concepts determine the methods that should be used to achieve the program goals:

   a. Assemble an array of educational resources from which students can choose to meet their own interests, needs, and learning styles.

   b. Devise strategies to help students learn about their own goals, needs, and interests, and to learn to make decisions and plans.

   c. Provide a structure (e.g., project planning packages, EBCE requirements, student program planning and progress monitoring procedures) within which students and staff make decisions.

4. There are three types of resources made available to students: Resource Persons (RPs), Resource Organizations (ROs), and Community Resources (CRs). Explain the differences. (*Resource Development*, pp. 1-3)

5. There are three levels at which students may be involved with resources: Orientation, Exploration, and Investigation. Describe the differences. (*Resource Development*, pp, 3-6)

6. Students earn most of their credit by planning and completing projects, which assure that students are engaged in purposeful

planned, and productive learning activities that are coherently organized. Describe the components of a project (at least one exploration or investigation, related reading, the project planning package goals, etc.). (*Learning Coordination*, pp. 36-59)

7. There are five project planning packages, one for each of five course-like groupings. These provide tools to help students plan projects (project ideas, sample project plans, an annotated list of resources, and a list of jobs and course titles), along with guidelines for planning them and assigning credit. Briefly describe the purpose of the packages and their contents, perhaps displaying one as you do so. Explain the package goals and how they are used. (*Package Development*, pp. 1-4, 10; *Learning Coordination*, pp. 56-58, 101-104)

8. Students meet in two types of groups, advisory groups and project seminars. Describe the functions of these groups, and how membership is determined. (*Learning Coordination*, pp. 61-70)

9. The supplementary curriculum provides resources (e.g., tutors, workshops, and materials for instruction) to enable students to acquire knowledge and skills, such as foreign languages and basic math the community cannot provide). (*Supplementary Curriculum*, pp. 1-4)

10. The important staff functions are:

    a. Learning Coordinator (*Learning Coordination*, pp. 1-12, *Administration*, pp. 51-53)

    b. Resource Analyst (*Resource Development*, p. 46, *Administration*, pp. 55-56)

    c. Skills Specialist (*Supplementary Curriculum*, pp. 1-3, *Administration*, pp. 57-59)

    d. Program Director (*Administration*, pp. 4, 37-43, 49-50)

    e. Clerical Support (*Administration*, p. 61)

    Staff functions can be filled in a variety of ways, e.g., the resource analyst or a learning coordinator can also serve as program director, a work experience coordinator can serve as resource analyst, language and mathematics laboratory instructors can serve as skills specialists. The function is what is important, not the position or title.

MATERIALS

A slide-tape presentation may be used, if one is available. There should be at least one set of program documents for the participants or members of the audience to browse through. Copies of the following handouts are helpful reminders for the participants: Key Terms (Exhibit 5), Levels of Student Involvement (Exhibit 6).

PREREQUISITES

It is preferable, but not essential, that the group has participated in Activities #1: Introduction to Staff Development; and #2: Educational Values.

TIME

This activity will take forty-five to ninety minutes, depending upon the amount of detail included in the presentation and the length of discussion that follows it.

REFERENCES

See the citations under Key Points, pp. 30-31.

FAR WEST LABORATORY EBCE

KEY TERMS

EXHIBIT 5

RESOURCES

- Resource Persons (RP)

  Adults from all walks of life who volunteer to share their seasoned knowledge and special skills with interested students in a one-to-one relationship.

- Resource Organizations (RO)

  Range in size from fewer than ten to more than several hundred employees, and open most or all of their operations to students.

- Community Resources (CR)

  Institutions or organizatons open to the public, such as museums, libraries, acquariums, parks, courts and city council meetings.

LEVELS OF STUDENT INVOLVEMENT

- Orientation

  Students become acquainted with the Resource Person and his organization and discovers what can be learned there.

- Exploration

  Students begin to explore a particular career or study area through a project.

- Investigation

  Students develop more specialized skills and knowledge through a project.

PROJECTS

Students plan and carry out their learning through individual projects, using goals and evaluation criteria they help specify. Projects are designed to blend growth in academic subjects, career development, basic skills and life skills.

PROJECT PLANNING PACKAGES

Curriculum guides that provide a structure within which individualized curriculum can be planned and carried out in the form of projects. Packages are in the areas of: Social Science, Commerce, Physical Science, Communications and Media and Life Science.

SUPPLEMENTARY CURRICULUM

Activities and instructional materials that supplement what students learn through their projects. It can include individual and small group tutorials, workshops, courses and classroom discussion, programmed texts and standard text.

STAFF ROLES

- Program Director

  Serves as administrative coordinator and staff supervisor of the EBCE program.

- Learning Coordinator (LC)

  Serves in a multi-faceted role as helper, facilitator, guidance counselor and resource for students. Each LC works with 20 to 30 students.

- Resource Analyst (RA)

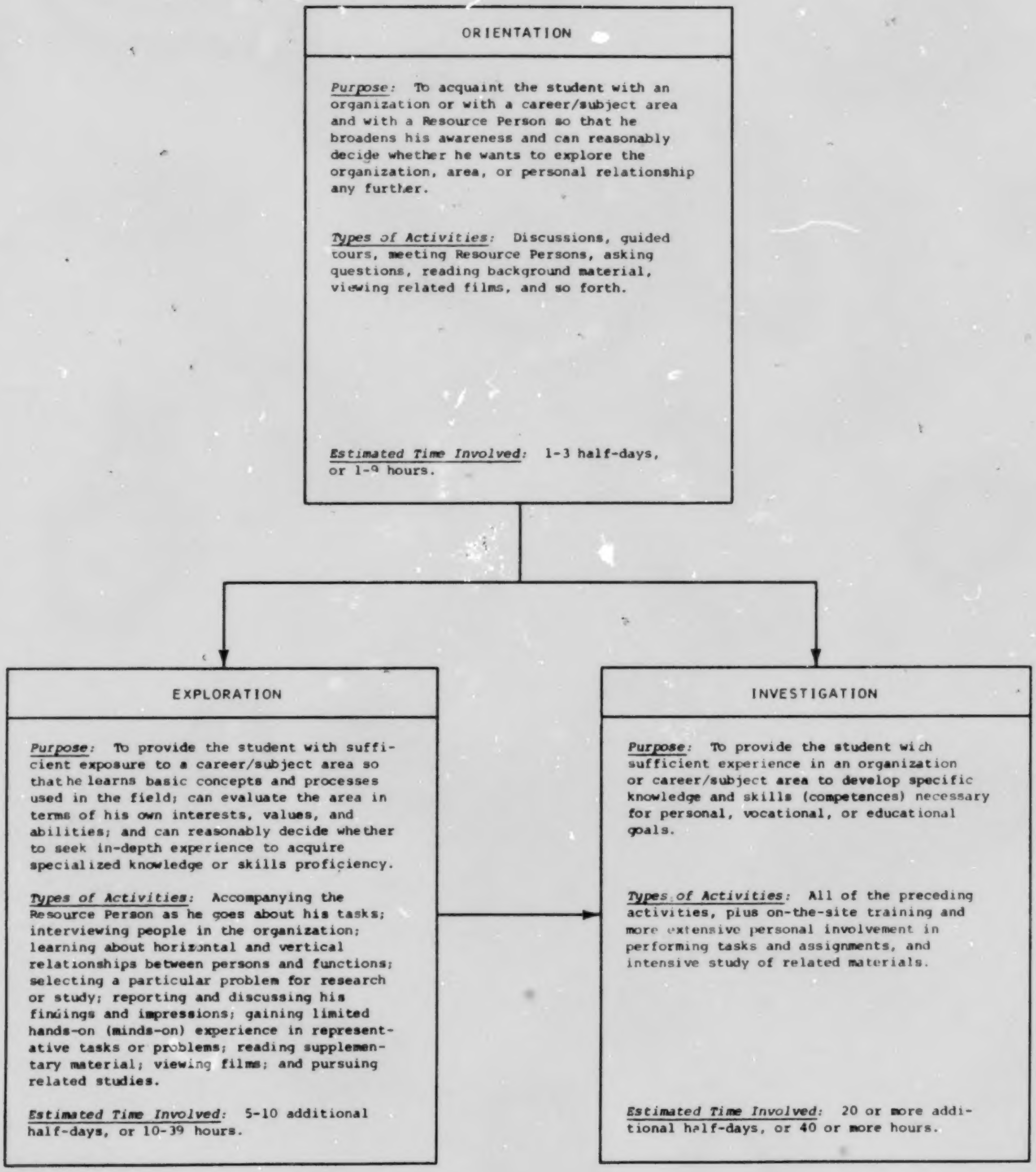
  Responsible for recruiting, analyzing and maintaining the pool of resources for student use.

- Skills Specialist (SS)

  Coordinates student use of supplementary resources such as tutorials, workshops, external classes and programmed instructional materials.

EXHIBIT 6

Levels of Student Involvement With Resources



ORIENTATION

Purpose: To acquaint the student with an organization or with a career/subject area and with a Resource Person so that he broadens his awareness and can reasonably decide whether he wants to explore the organization, area, or personal relationship any further.

Types of Activities: Discussions, guided tours, meeting Resource Persons, asking questions, reading background material, viewing related films, and so forth.

Estimated Time Involved: 1-3 half-days, or 1-9 hours.

EXPLORATION

Purpose: To provide the student with sufficient exposure to a career/subject area so that he learns basic concepts and processes used in the field; can evaluate the area in terms of his own interests, values, and abilities; and can reasonably decide whether to seek in-depth experience to acquire specialized knowledge or skills proficiency.

Types of Activities: Accompanying the Resource Person as he goes about his tasks; interviewing people in the organization; learning about horizontal and vertical relationships between persons and functions; selecting a particular problem for research or study; reporting and discussing his findings and impressions; gaining limited hands-on (minds-on) experience in representative tasks or problems; reading supplementary material; viewing films; and pursuing related studies.

Estimated Time Involved: 5-10 additional half-days, or 10-39 hours.

INVESTIGATION

Purpose: To provide the student with sufficient experience in an organization or career/subject area to develop specific knowledge and skills (competences) necessary for personal, vocational, or educational goals.

Types of Activities: All of the preceding activities, plus on-the-site training and more extensive personal involvement in performing tasks and assignments, and intensive study of related materials.

Estimated Time Involved: 20 or more additional half-days, or 40 or more hours.

STAFF DEVELOPMENT ACTIVITY #4:
STUDENT PROGRAM WALK-THROUGH

PURPOSE AND GOALS

The walk-through is intended to pull together in a cohesive way, the various elements of EBCE that have been described to the staff thus far. Using a concrete example, the trainer leads the participants through the preliminary planning process a student experiences upon entering EBCE. This activity should help the staff:

1. understand how various elements of the FWL-EBCE model fit together;
2. understand how student programs are individualized; and
3. identify the procedures, activities, and forms used in planning student's programs.

RECOMMENDED APPROACH

After explaining to the participants the above stated purpose of the walk-through, pass out copies of the walk-through materials (see Appendix 1). Use the materials to illustrate your description of the process they document. Begin by describing the student whose plans and educational program are represented. You might say something like:

> The student is a 15-year old junior named Pat Rodriguez, in her second term in the program. She is seriously interested in pursuing a career in social work, but also wants to look into opportunities in journalism and in business. She is reasonably certain she will attend a four-year college, but hasn't chosen which ones to apply to yet. She's a good student. She's also politically aware and wants to learn more about such current issues as consumer rights, women's rights, and environmental pollution. To graduate, she needs credits in English, American government, social science, and physical education as well as in elective course areas. To prepare for college, she wants to earn credits in geometry, advanced Spanish, and a laboratory science. She also wants to learn to type because she knows she will be producing term papers in college. She is interested in learning about business principles and procedures and is somewhat interested in small business management as a career field.

> Pat's Learning Coordinator, Mary Owens, has learned all this from individual conferences she had with Pat at the beginning of the term. These conferences were held to learn Pat's interests and long-range plans, to find out if and how they had changed since the previous term, and to plan her program for this term in detail while outlining her program for the next year.

After providing the group with necessary background information about Pat (nearly all of which can be found on her Long-Term Plan), you can begin describing how her interests and needs can be related to specific learning activities.

> Pat's interests in consumer rights and in exploring business careers, and her orientation with resources in the advertising field, provide a clear basis for a project. She plans to earn credits in business and in consumer education (a social science) through this project.
>
> Pat's interest in women's rights could be the focus for a project in American government, a subject in which she needs credit to graduate. Still, her plans at this stage are tentative; she needs to visit some resources and do some related reading to clarify them.
>
> She has had a year of Spanish and wants to continue with it. She can either take a community college course or a small group workshop led by a tutor and requiring independent study using programmed materials and cassette tapes. She chooses the workshop because it will require less transportation time than going across town to the college. Similarly, she chooses to complete Geometry I through independent study combined with small group workshops because she can work at her own pace and perhaps can meet the course requirements by midterm. She plans to meet the physical education requirements through a supervised, regularly scheduled gymnastics program at the YWCA.

You might find it useful at this point to backtrack a bit and explain to the group how Pat learned about the resources she selected to visit and how she prepared for those visits.

> After identifying her main areas of interest and deciding in which subjects she wanted to earn credits this term, Pat went to the Social Science and Commerce Packages to find out what relevant resources were available. She selected a few to look up in the resources files from which she could obtain copies of their Resource Guides to read. Based on the information on the guides, and perhaps a discussion with the resource analyst, Pat chose three or four resources to visit. First she called each resource to make sure he or she was still available, to schedule an appointment, and to describe her interests. Then she thought out the questions she would ask each resource and wrote them down on a Project Sketch. After her orientation visits, Pat decided which resources to continue working with and include in her projects.

Refer the participants to the Resource Guides and Project Sketch included in the walk-through materials. Briefly, summarize the advertising project Pat is planning and relate it to the definition of a project and the standards and criteria for credit assignment (the project planning packages). Then review Pat's whole program.

> Pat's evolving program now includes one firm project (in advertising), one tentative project (in women's rights), two workshops (in geometry and Spanish), and gymnastics at the "Y". It allows her to pursue some current interests, explore careers in business, and earn credits in required and desired areas. It will involve her in activities where she can practice and expand her quantitative skills, oral communication skills, writing skills, and career awareness. She doesn't think she needs to improve her reading skills, but may discover a need to do so through her projects with resource people in the community.

A final check on the feasibility of this tentative program plan is necessary. Can all these activities fit into Pat's weekly schedule in such a way that she still has some blocks of time available for working with resource people? Have the participants turn to Pat's Weekly Activity Schedule (page 25). Note the amount of the time devoted to regularly scheduled activities and point out the remaining hours Pat can use for resource appointments.

This staff development activity usually generates lots of questions because it is the first one that gives the participants a feel for what a student does in EBCE and how the program is structured. Depending upon the mood of the group, its size, the available time, and your preferred style of presentation, you may or may not wish to allow the participants to interrupt your narrative with questions. Too many interruptions while you are developing the scenario can make it disjointed and force you to get ahead of yourself. On the other hand, if you ask the participants to hold their questions until you are through, you may not discover until too late that you lost your audience very early in the presentation. In trying to strike a good balance, you might control the times when you will accept questions by asking for them at specific points. Fairly natural breaks occur after the opening description of Pat Rodriguez and after you have related her needs and interests to specific learning activities. You might also pose some questions to the group at those times when you want the members' active involvement. See the Discussion Questions on the next page for suggestions.

Key Points

1. Students' programs are developed with regard to their expressed interests and academic needs, e.g., high school graduation requirements, college entrance requirements.

2. EBCE focuses on core "process" skills: inquiry, problem-solving, decision-making, and basic skills in oral and written communications, reading and mathematics.

3. Most of the students' learning is based upon their experiences in the community and in planning and carrying out their own learning activities.

4. Student programs should not be planned as direct one-to-one relationships between a learning activity and graduation requirement or a student interest. Rather, a single activity should, to the extent possible, be designed to meet both interests and needs.

5. Planning is not a one-time-only event, but an on-going process that also includes monitoring of students' activities and replanning whenever necessary.

6. Students may (and are encouraged to) organize their own programs and plan their own projects as long as they meet program criteria. The learning coordinator is there to help students do this by making sure they understand the criteria and optional ways of meeting them. The learning coordinator helps students see the possible consequences of action they might take and suggests alternatives they might not have considered.

Discussion Questions

1. What are some other ways Pat's Long-Term Plan could have been constructed?

2. What can the learning coordinator do if the student has difficulty identifying careers, subjects, or issues of interest?

3. What are some other projects Pat could have planned that would satisfy both her interests and needs?

4. What strategies might a learning coordinator use with a student who wants to do everything all at once?

5. Why don't you each take a few minutes to identify for yourselves, looking at Pat's project plan (pp. 13-19), why the particular elements on the Package Goal Checklist (pp. 21-23) were checked.

6. What evidence is there in the Walk-Through materials to support the checked items on the Student Program Checklist (Appendix 1, p. 117).

MATERIALS

Each participant needs a copy of the Student Program Walk-Through. Copies of *Learning Coordination*, *Orientation* and the *Project Planning Packages* should be on hand as references.

PREREQUISITES

The group should have at least participated in the Program Overview (Activity #3), if not all of the first three activities.

TIME

Including questions and answers, the Walk-Through can take from 60 to 90 minutes depending upon the length of discussion.

VARIATIONS

None recommended. The presentor can make variations as needed or desired as long as the purpose and goals are met and the key points are made.

REFERENCES

Orientation, pp. 11-15, 32-41, 45-59; *Learning Coordination*, pp. 2-30, 38-46, 71-80.

STAFF DEVELOPMENT ACTIVITY #5:
RESOURCE DEVELOPMENT

PURPOSE AND GOALS

The purposes of this activity are to enable the participants to acquire experience developing resources while providing them with immediate feedback about their performances and written Resource Guides; to enable them to better understand what students can do and learn at community resource sites; and to help the staff get started on developing their resource pool.

The activity should help the staff:

1. describe the goals and structure of their program to prospective resources;
2. understand the kinds of information that need to be obtained from a resource in order to write a Resource Guide;
3. understand how projects are built around resources in the community; and
4. write a Resource Guide.

RECOMMENDED APPROACH

Explain the sequence of events. There are three parts to this activity. The first is preparation for interviews with resource people. This consists of a brief, simulated interview followed by a discussion of the purpose of resource development interviews. In part two, each participant observes an actual interview (conducted by the staff development leader) and writes a Resource Guide. In the last part, the second set of interviews, the participants conduct the interviews and again write Guides, followed by a discussion to share experiences, observations, and questions about interviewing techniques and guide writing. The three parts of this activity can span two or three days. Usually, Part I and the first set of interviews occur one day, while the wrap-up for Part II (critique of Resource Guides) and Part III take place the next. The wrap-up for Part III might not occur until the morning of the third day. (Refer them to sample schedule on p. 14 of this handbook.)

Interview appointments will have to be made in advance. If two or more staff development leaders are working with the group, to save time arrange each set of interviews so that all those in which the participants will be observing take place concurrently and all those they will be conducting are scheduled simultaneously. Divide the participants among the available staff development leaders. It is possible that not all the participants will be able to conduct an interview; however, all should observe at least one.

For the purposes of this activity, it is better to make appointments with potential resource people than resource organizations because you will then be dealing with the person who would work directly with students. One interview with a resource person is a better illustration of the entire development process since resource organizations require several interviews. When making the appointments, explain to the potential resource that the interviews are part of a training exercise. If there will be more than one observer at the interview, ask the resource's permission to bring them along. If the number of observers would cause problems, try to arrange an interview with someone else for this activity. Allow time after each set of interviews for discussion and writing.

Part I: Preparation

If the participants have not already done so, ask them to read the sample resource guides in *Resource Development*, (pp. 35-43). Explain that you (the staff development leader) and one of the participants will pose as a prospective Resource Person (RP) and as the resource analyst (you and the participant can decide who will play which part). The person who plays the RP must portray someone in a career field about which he or she is knowledgeable and should use a career and a setting that would provide opportunities for students to become actively involved. Distribute copies of the Site Analysis Interview Checklist and the Site Analysis Worksheet. Give the participants time to read these resource development tools. Explain how they are used and talk about how to prepare for the interviews. Before beginning, ask the observers to notice what the resource analyst tells the resource about the program and what the resource analyst learns from the RP. If you choose, ask half the observers to take special note of the former and the rest, the latter, using the interview checklist as a guide.

When the interview is concluded, lead the group in critiquing it by asking the role player to open the discussion first with positive comments, then negative ones. Conclude this part of the activity by reiterating the purpose of resource development interviews and summarizing (or having the group summarize): (1) the kinds of information a resource needs, and (2) the kinds of information the resource analyst needs to write a guide.

Key Points

1. There are two main purposes of a resource interview: (a) to describe the EBCE program and the role of resource persons in sufficient detail to enable the potential resource to make a valid commitment; and (b) to acquire enough information about the resource person to write an informative guide.
2. The atmosphere of the interview should be relaxed and informal.
3. The interviewer needs to probe for specific statements of those activities in which students can do more than observe. See the Resource Site Analysis Worksheet (*Resource Development,* p. 85) for the kinds of information to seek.
4. Different interviewers have different styles and each person interviewed will respond differently. Therefore, no two interviews will be alike.
5. Usually, not every point on the Site Analysis Interview Checklist is covered. Telephone follow-up may be necessary to obtain information overlooked during the interview.
6. You can prepare for an interview by reviewing the concepts and methods of appropriate package goals. Jot down those that might apply as possible areas of inquiry. If you are unfamiliar with the resource's career field, look it up in the program's career information materials.

Discussion Questions

1. Do you (the interviewee) feel the description of the program was adequate to help you make an informed decision about participating? Why?
2. Do you (the interviewer) know enough about this resource to help a student plan a project?
3. What are some possible project activities for students at this site?
4. What additional information do you need?

Part II: Observation of an Interview

The first interview is conducted by the staff development leader while observed by from one to three participants. (If there are more than three participants and only one staff development leader, see the Variations section on page 46 for optional ways to schedule and conduct the interviews.) Explain to the participants that they will be asked to write a Resource Guide about the person interviewed. When the group has reconvened, everyone should discuss their reactions to the interviews. Each person (including yourself) should then write a Resource Guide. If time is short, the participants should at least outline their guides, suggesting five or six project activities. Distribute enough copies of the Resource Guide Checklist (Exhibit 7) so that each participant can assess his own guide and that of one other person. The critiques usually lead right into a discussion about the kinds of information needed to write an informative guide. See the Discussion Questions below for suggestions for leading this segment of the activity.

Discussion Questions

1. Do you have any questions you now wish you had asked during the interview? What are they?
2. Do you know what students will be able to do during an Orientation with this RP?
3. Do you know what the RP is willing to discuss with them during an Orientation?
4. What things could a student do with this RP during an Exploration? An Investigation? If the distinction between an Exploration and Investigation is unclear at this site, combine them and treat them as a single category.
5. What are some issues a student could study through involvement with this resource? What subject matter could a student learn there? What jobs could one learn about?
6. Did you have trouble writing the guides? Why?
7. Do you think they would help a student use the resource? Why?

Part III: Practice Conducting an Interview

This time the participants conduct the interviews, and the staff development leader observes. The observers should refrain from making comments or asking questions until the person conducting the interview is through or unless asked by the interviewer. This gives the interviewer a chance to relax and to double back to cover any topics he overlooked in the earlier portion of the interview without being interrupted by the trainer/observer. After the interviews have been concluded, follow the same format as for Part II: share observations, write Resource Guides, critique the guides, and then discuss the interviews and the guides.

MATERIALS

For each participant, you will need blank copies of the Resource Site Analysis Worksheet (*Resource Development*, p. 85), the Resource Site Analysis Interview Checklist (*Ibid*, p. 87), and the Resource Guide Checklist (Exhibit 7). At least one copy of *Resource Development* and each of the five packages should be available for reference.

PREREQUISITES

The group should have participated in the Introduction to Staff Development, the Program Overview, and the Student Program Walk-Through (Activities #1, #3, and #4). Educational Values (#2) is helpful, but not essential to participation in this activity. Every participant ought to read at least one sample Resource Guide prior to this activity. The references on page 47 are strongly recommended.

TIME

Part I takes about one and one-half hours. Parts II and III each take about four hours (including time in transit).

VARIATIONS

1. If the group of participants is large, there are few staff developers, and time is short, you might consider one of the following options:
   a. Ask the potential resources to come to the school. This saves the time it would take to travel to the resource sites and enables all the participants in a large group to observe the interviews.
   b. Instead of doing the role play during Part I, ask the group to outline a presentation to a potential resource, compare the outline to the interview checklist, discuss examples of the kinds of information that ought to be included in a Resource Guide, and answer questions.
   c. Rely on simulations. In this case, the staff developer should play an active role in the first simulation, with one or more subsequent ones conducted by participants. Afterward, the group should evaluate the interviews, write Resource Guides, and critique one another's guides.
2. If there is a sufficient number of staff developers, but limited time, the preparation stage of the workshop can be omitted. If so, be sure participants are given the handouts prior to the interviews so that they have time to read and study them first. It may be necessary to write Resource Guides in the evening and perhaps even have the second set of guides critiqued later.
3. If all the participants observed the same interview, rather than asking each to write a guide, as a group construct a list of suggested project activities for the Orientation, Exploration and Investigation categories. Test the list of ideas for balance and comprehensiveness by identifying those suggestions that:
   - are at the "knowing," the "using," and the "innovating" levels (a compression of Bloom's cognitive taxonomy -- see Exhibit 10);
   - entail the application of basic skills, specifying which skills;
   - include finding out about jobs and acquiring career entrance skills;

- clearly require problem-solving skills;

Then decide whether the suggestions represent activities related to the concepts and methods cited in the appropriate package goals (or comparable ones).

REFERENCES

Resource Development, especially pp. 1-6, 22-28, 35-44, 65-66, and 97-100.

A Guide for Resource Persons and Community Organizations

Learning Coordination, pp. 38-60.

Project Planning Packages, especially the goals sections of each.

EXHIBIT 7:

RESOURCE GUIDE CHECKLIST

Use this checklist to review resource guides for quality and completeness.

	YES	NO
INTRODUCTORY PARAGRAPH		
Identifies the RP or RO coordinator and his/her position	[ ]	[ ]
Briefly describes the resource and resource site	[ ]	[ ]
Gives examples of available activities	[ ]	[ ]
Includes prerequisites or restrictions, if any, on use of the resource	[ ]	[ ]
NARRATIVE DESCRIPTION OF ACTIVITY LEVELS		
Describes what students may expect at the Orientation (one short paragraph)	[ ]	[ ]
Describes the Investigation and Exploration (one short paragraph each, or a single paragraph headed EXPLORATION and INVESTIGATION)	[ ]	[ ]
Identifies skills students can acquire or apply at the site	[ ]	[ ]
Gives some examples of careers, subjects, and issues students can learn about	[ ]	[ ]
Names equipment students may learn to use	[ ]	[ ]
Identifies the prescribed length of activities, if any	[ ]	[ ]
Identifies required activities, if any	[ ]	[ ]
SUGGESTED LEARNING ACTIVITIES		
Includes examples of activities appropriate to each level of involvement	[ ]	[ ]
Gives examples of applications of problem-solving and basic skills	[ ]	[ ]
Includes examples of career development activities	[ ]	[ ]
Gives examples of ways to achieve some of the content and methods goals of each applicable Project Planning Package	[ ]	[ ]
Includes examples of applications of interpersonal skills	[ ]	[ ]
Includes both easy and difficult activities	[ ]	[ ]
Provides concrete examples of what students can do and learn using the resources	[ ]	[ ]
Gives examples which are interesting and realistic	[ ]	[ ]
Emphasizes activities that require students to use (rather than recite) what they have learned	[ ]	[ ]
READABILITY		
Spelling is accurate	[ ]	[ ]
Grammar is correct	[ ]	[ ]
Punctuation is correct	[ ]	[ ]
Sentences are clear and precise	[ ]	[ ]
OTHER INFORMATION		
The Guide includes:		
The name of the Resource Person or Resource Organization Coordinator	[ ]	[ ]
The name of the organization or agency	[ ]	[ ]
The address	[ ]	[ ]
The phone number	[ ]	[ ]
The hours the Resource Person and Resource Organization can be reached by telephone	[ ]	[ ]
Related reading and/or resources	[ ]	[ ]
Transportation instructions	[ ]	[ ]

STAFF DEVELOPMENT ACTIVITY #6:
PROJECT PLANNING

PURPOSE AND GOALS

The purpose of this activity is to introduce project planning to the EBCE staff as students often experience it -- as an outgrowth of an interesting resource visit. It also enables the participants to observe and experience the learning coordinator role while being helped by the staff developer in planning their projects. This activity should help the staff:

1. recognize the kinds of information needed from and about resources in order to adequately plan a project;
2. gain experience in writing project goals and indicators;
3. become aware of some of the skills and techniques learning coordinators can use to help students plan projects; and
4. understand how project planning packages can be used when planning a project.

RECOMMENDED APPROACH

Describe the purposes of the activity (see above) and the sequence of events:

- Participants will plan individual projects with help from the staff developer who, in so doing, will model the learning coordinator role.
- Afterward, the group will discuss project planning and the role of the learning coordinator.

Part I: Project Planning

Ask each participant to plan a project using at least one of the resources visited during resource development training. Explain that you will be available to help as needed. Some participants will have no trouble getting started;

others will. Use the techniques a learning coordinator would use with a student: ask questions to probe for the participants' interests, have them begin by listing questions to answer, explore what was learned during the resource visit. (See *(Learning Coordination*, pp. 38-60, for a complete discussion of how to help a student plan a project.) Remember, you are attempting to collapse into a couple of hours a process that usually occurs over a period of several weeks.

Discussion Questions. Ask questions that require the participant to be very specific about what he or she wants to do and learn, and that elicit information about his other interests, such as:

1. What newspapers do you read? Do you think they are good ones? Why?
2. What kinds of articles interest you most (e.g., local news, sports, national events, entertainment features)?
3. What do you want to learn about news reporting?
4. What makes you think news reporting is biased? How can you find out?
5. What viewpoints do you think others might have about this topic? How can you learn that?
6. What skills must a news reporter have? Which ones would you like to learn?

Part II: Discussion

After most of the participants have completed their plans, lead a discussion on project planning and the role of the learning coordinator. Questions that the participants raised with you individually can be the focal point of the discussion.

Key Points

1. Completing the Project Plan is part of a process intended to help the student focus his interests and assure that he will earn the kind and amount of credits he needs.
2. Begin with the student's interests: what does he want to learn about or how to do? Don't try to complete the form by starting with the first item and going through it in sequence.

3. The learning coordinator relies on questions more than statements when helping students plan their projects. However, the amount of direction needed from the Learning Coordinator will vary from student to student. With some students it may be necessary for the learning coordinator to actually fill out the form based on his discussions with them.

4. The project planning packages offer ideas, examples of how to write project goals and indicators, and guidelines for planning projects designed to earn credits in specific subject areas.

5. The project should be what the student is willing to do and learn and should not put words in the student's mouth -- the student must feel the plan is his own.

6. Project plans are not static. Up until about a month before the anticipated completion date, the plan can and should be changed as the student becomes more aware of what he needs and wants to learn.

7. The goals in each package provide criteria for assigning credit. Since these criteria may have to be modified to meet local needs, they should be carefully reviewed before being used.

Discussion Questions

1. What are your reactions to the project planning process?
2. Based upon my behavior, what would you say is the role of the learning coordinator in this process?
3. How might you approach the learning coordinator role differently?

MATERIALS

Blank copies of the Student Project Plan and each of the package goal checklists will be needed. The five project planning packages and copies of the Resource Guides written during the resource development training should be available for reference.

PREREQUISITES

Activities #1-5 should precede this one, unless the participants are familiar enough with employer and community resources to plan projects around them. See Variations below.

TIME

It will take the participants from one and one-half to two hours to develop project plans. The discussion may last 15 to 30 minutes.

VARIATIONS

1. If the group was unable to conduct actual resource interviews during the Resource Development Activity, the participants can use the simulated interview(s), and the guides produced as a result, for their projects. Or they can use someone they know well enough to assume they've had an Orientation visit.
2. If the participants have only one simulated resource interview on which to base their project plan, you might find it more effective to lead them in planning a project together. The group can discuss possible project topics, brainstorm questions to investigate, suggest related reading and research, and brainstorm goals and indicators. Model the learning coordinator role as though a group of students were planning a joint project.
3. If the participants are work experience coordinators or others with experience in developing resources in the community as learning sites for students, this activity can precede the Resource Development Activity. If this is the case, the participants should be instructed to plan projects in areas of personal interests, drawing upon employer and community resources with which they are familiar.
4. If you are working with a relatively large group (six or more participants), it may be more effective to break into smaller units. Divide the group into teams of two or three to plan small-group projects; or ask half of the group to act as learning coordinators for the other half, who plan projects. Those who serve as learning coordinators must read pp. 2-12, 38-41, 46-59, in *Learning Coordination* before the activity begins.

REFERENCES

Learning Coordination, pp. 2-12, 38-41, 46-59.

Orientation, pp. 39-41.

The five project planning packages: *Commerce*, *Communications and Media*, *Life Science*, *Physical Science*, and *Social Science*.

STAFF DEVELOPMENT ACTIVITY #7:
IMPLEMENTATION PLANNING

PURPOSE AND GOALS

This activity will help an EBCE staff plan its program and the tasks they need to accomplish to get ready for the opening of school. It will not result in a complete plan which can be carried out without modification and additional planning.

It is intended to help participants internalize the important concepts and procedures of their EBCE program by (1) identifying the specific elements essential to EBCE, (2) identifying what needs to be done to get ready to operate a program having those elements, and (3) using a planning process, one of the important elements of EBCE.

The activity should help staff:

1. use a systematic process of planning;
2. understand the similarities between the process used for planning the EBCE program and the process students will be encouraged to use to plan their educational programs;
3. increase their understanding of the essential characteristics of EBCE;
4. establish an initial plan as (a) a basis for starting work on some of the tasks necessary to get ready to open school, and (b) a framework for additional planning; and
5. practice group decision making.

RECOMMENDED APPROACH

Explain the sequence of events, the purpose of the activity, and about how long each part will take. This activity has six parts: (1) in a brainstorming session, generate the desired program features or elements; (2) prioritize the elements; (3) group the elements; (4) assess the current status of each element; (5) plan implementation tasks: and (6) discuss and evaluate the planning process used, comparing it to student program and project planning.

Part I: Brainstorming Program Elements

Lead the group in generating a large number of ideas (words, phrases, brief statements) that describe the desired features of EBCE.* Focus this part of the activity by asking the staff what elements (e.g., materials, procedures, resources equipment) they think their program should have when school starts. Then explain the rules of a brainstorming session.** Stimulate the flow of ideas and help develop a comprehensive list (see Appendix 2, Implementation Planning Checklist) by occasionally contributing your own. Encourage the participants to ask questions to clarify one another's ideas or for specific examples so that everyone understands each suggestion. All contributions should be listed so that they can be seen by every participant (e.g., on a chalkboard or a flipchart that can be preserved). There should be no discussion of the quality, importance, or appropriateness of contributions.

Discussion Questions. Ask questions to help participants clarify their contributions or be more specific.

1. Contribution: resources
   Questions: How many resources? How many RPs? How many ROs? How many CRs? How many guides for each?

2. Contribution: presentation to faculty
   Questions: What presentation? What is the purpose of the presentation? What is the presentation about?

3. Contribution: learning of survival skills
   Questions: What are survival skills? Name some of the skills you're thinking of.

4. Contribution: public relations campaign
   Questions: What do you mean by public relations? Do you mean selling the program? Do you mean informing people about the program? Do you mean obtaining advice and help from community groups? Who is your audience? What are the purposes of a public relation campaign?

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*These features will be determined by design decisions made by district planners, the needs of the students the program will serve, the values and interests of the EBCF staff, and any constraints within which the program must function.

**See Exhibit 4, page 28, of this handbook for the rules of brainstorming.

Part II: Set Priorities

Ask the group to evaluate each element as a means of establishing priorities (see Key Points below). Present the rating scale:

1 - essential for the opening of school;
2 - convenient for the opening of school, essential later;
3 - convenient but not essential;
4 - not appropriate to the intended program or unnecessary.

Participate by stating and recording your own evaluation. Then, item by item, record each person's evaluation.

This activity will generate considerable discussion, especially when participants' evaluations differ. Encourage discussion that clarifies differences of opinion by asking participants to explain the reasons for their ratings. When all of the items have been discussed and evaluated, ask the group to decide which items are essential and which are convenient on the basis of the ratings (e.g., those items with a majority of essential ratings will be considered essential by the whole group for planning purposes.)

Key Points

1. When time and resources are limited, the staff must decide what is most essential and concentrate on that first. With more time, they have the luxury of planning for and preparing program features which, while not essential, would be nice to have.

2. An EBCE staff has to devise ways of agreeing about necessary decisions and working together as a team to carry them out.

3. The final list of items will include many, if not all, the items on the Implementation Planning Checklist.

Part III: Group the Elements

Distribute copies of the Implementation Planning Checklist. Explain that it lists all the elements necessary for a full model adoption of the FWL-EBCE program, but that they are not all necessarily essential for the program this staff will implement. Ask the participants to take the list of elements they developed and group them under the major headings given on this checklist. Then, ask them to compare the two lists. Any item a participant thinks has been erroneously omitted from the group's list ought to be rated by everyone to decide whether or not it should be added. After all the essential items have been grouped, elements rated convenient for the opening of school (essential later) should be added, but identified so they can be distinguished from those rated essential. Items given a 3 rating (convenient but not essential), can also be placed in categories; they should be identified as having the least priority. This way the staff, when determining tasks and deadlines, will know which ones they must plan for prior to the opening of school, which ones they can postpone if necessary, and for how long.

Part IV: Assess Current Status

Ask the staff to assess the current status of each item considered of first or second priority (given a 1 or 2 rating by group decision). Mark the current status of the element adjacent to that item on the list. For example, an essential item may be "50 Resource Person Guides" and the staff may already have eight. Usually the staff will not have had time to progress very far with its work, so this step will not take long. It is important, however, to recognize this step of the planning process (i.e., that planning future tasks cannot be done before assessing the current state of affairs).

Part V: Plan Implementation Tasks

One staff member should be designated as having primary responsibility for each of the task areas (the major headings under which program elements were grouped). Assignments should be based on the staff member's interests, position, and abilities. Some may have to assume responsibility for more than one task area. Form into small groups (from two to five persons) to decide what tasks need to be accomplished within each task area in order to have the listed items ready for the opening of school (or later in the year). Ask the groups to record their decisions about tasks, deadlines, and staff responsibilities on the appropriate pages of the Implementation Planning Checklist (in pencil). Spend some time with each of these small work groups, serving as facilitator: ask questions for clarity and specificity; make suggestions; prevent the group from avoiding decisions; help the participants consider alternatives, available resources, and time constraints as well as likely obstacles, problems, and contingencies. After an allotted period of time (one-and-a-half to two hours), reconvene the large group to discuss and agree upon the sets of tasks, deadlines, and responsibilities, and to integrate them into one implementation plan. Review the final plan to resolve time conflicts and prevent the overloading of any one person with too many tasks.

Discussions Questions

1. How will you know if you have a sufficiently varied pool of resources?
2. Who will type the Resource Guides? How will they be reproduced?
3. What are some alternative ways of getting clerical support?
4. Are supplementary resources needed? In what subject areas? Waht are some sources of tutors? How many tutors will be needed?
5. Will students have to meet the EBCE program requirements?
6. When can students enter and exit the program? What procedures does the district require for entering and leaving a program? What procedures do we want to use as well?

Part VI: Discuss Planning Process

Lead a discussion comparing implementation planning to student program project planning. (See Key Points below.)

Key Points

1. The process used in implementation planning is similar in many respects to that used by learning coordinators when helping students plan their programs or projects.
    a. It began with the group's interests, concerns, and needs, just as student program planning begins with the student's interests and needs.
    b. A wide range of options was generated and evaluated, eliminating some. (Students need to consider and select the instructional method -- classes, tutorial, project -- and content to meet their educational needs and interests.)
    c. Priorities were set. [In long-term planning, students are asked to decide when they will work on each need(e.g.,

improve writing skills), and interests (e.g., investigate children's legal rights), taking into consideration such factors as the availability of resources.]

   d. Current status was assessed. (All students are assessed by the staff across several skill areas, and are asked to assess themselves beginning with the first week of the program.)

   e. The role of the learning coordinator, like the role of the program director/staff development leader, is as a facilitator of the process and a resource with expertise and knowledge.

2. There are also some differences between the process as used with students and what the participants experience.

   a. Student program and project planning are individualized -- geared to the needs and interests of each student.

   b. Student planning will not always be so formally structured or compacted into such a brief time frame.

   c. Some students will need more guidance and assistance from their learning coordinator than others. They may not yet know what it is they are interested in and will need help finding out.

Discussion Questions

1. What did you observe about the planning process used in this activity? What were some of its characteristics?
2. What are some of the things you did to formulate your plans?
3. What kinds of things did you have to consider?
4. Is it possible to overplan? How? When is planning necessary? Unnecessary?

MATERIALS

Chalkboard or other means of recording things to be viewed by the entire group. Two or three blank copies of the Implementation Planning Checklist (Appendix 2). Reference copies of all the handbooks.

PREREQUISITES

This activity will work best if the staff has completed Activities #1 (Introduction to Staff Development), #2 (Educational Values), #3 (Program Overview), #4 (Student Program Walk-Through), #5 (Resource Development), and #6 (Project Planning). If the activity is spread out over several days, it can be started after Activity #3 has been completed and continue while other activities are being conducted.

TIME

The whole activity will take four to five hours. Although it can be completed in a single day, it is preferable to spread it out over two or three days since it is such a long and intense process. The time breakdown by part is as follows:

Part I: Brainstorming	15 minutes
Part II: Set Priorities	60-90 minutes
Part III: Group Elements	15-30 minutes
Part IV: Assess Status	15 minutes
Part V: Plan Tasks	90-120 minutes
Part VI: Discussion	30-60 minutes

VARIATIONS

1. If time is limited, you might consider one of the following alternatives:
   a. Instead of doing Parts I, II, and III, hand out the Implementation Planning Checklist first, giving the participants time to study it. Ask them to then select those items on the list they

consider essential or important for their program. Items not included can be added. Complete the activity by assessing current status and planning the implementation tasks. This variation does not lead to a discussion of student program planning.

b. Omit Part V or Part VI.

2. If you prefer, rather than using the headings given on the Implementation Planning Checklist, the EBCE staff can develop their own by making logical groupings of the elements generated during the brainstorming. All items rated 1, 2 or 3 can be placed in one of the categories the group develops, but those given ratings of 2 or 3 should be so identified for purposes of planning. (The staff will thus know that these items can be postponed if necessary.)

REFERENCES

Program Overview and the handbook citations (See Implementation Planning Checklist) for each element for which tasks are being planned.

STAFF DEVELOPMENT ACTIVITY #8:
STUDENT PROGRAM PLANNING

PURPOSE AND GOALS

The purpose of this activity is to help the staff experience and examine in detail the student program planning process. As a result of this activity, the staff should:

1. identify the kinds of information needed:
    a. about the student's goals, needs and interests;
    b. about alternative learning activities and resources from which students can choose in developing their programs; and
    c. about district, school and EBCE staff goals, requirements or constraints affecting student programs, e.g., graduation requirements, criteria for an acceptable program, allowable credits.
2. understand how the information is obtained and used to help a student develop a plan for the term;
3. experience and acquire knowledge about the role of the learning coordinator in helping a student develop a plan for the term; e.g., using questions to help the student identify his interests, needs and goals; providing information about requirements and options; helping the student to make informed decisions;
4. understand the tentative nature of the student's program plan and the need for monitoring student progress and replanning as appropriate; and
5. understand the purposes of the program planning forms and how they are used.

RECOMMENDED APPROACH

Introduce the staff to the program planning process by leading the group in developing a program plan for a hypothetical student (Part I: Demonstrate the Process); have the group summarize the information needed for program planning (Part II: Summarize Information Needs and Sources for Program Planning); and then if time allows, have the participants test their understanding of the planning process by pairing off and developing plans for other student cases (Part III: Practice and Critique). The steps given in each part are listed in a suggested sequence.

Part I: Demonstrate the Process

1. Explain the purpose of the activity. (See above)

2. Ask the group to describe a full-time EBCE student including grade level; sex; name; future plans; interests in careers, subjects, and issues; competences and interest (or lack of interest) in expanding skills or knowledge.

   Lead Questions. What else would you need or want to know about this student in order to help him plan a tentative program for the term? What are your best sources of information?

   Key Point. A variety of information is needed about students' needs, interests and goals to help them plan relevant and realistic programs. Some of this information will be easier to obtain than others.

3. Record the information about the student and his evolving program on a chalkboard as it is produced.

4. With the group, work out the course credits or other requirements a student at that grade level might still need to meet.

5. List separately the alternative learning activities and resources from which EBCE students will be able to choose in developing their programs, e.g., projects with resource people in the community; independent study and use of programmed materials; tutorials or workshops conducted by EBCE staff or tutors; advisory groups; project seminars; and high school, college or other courses.

6. Identify which activities, if any, are required elements of a student's program and ways in which activities can or should be combined; e.g., is it desirable or required that students taking classes develop a related project?

   Lead Questions. Do you see ways in which the student's expressed interests in careers, subjects, or issues might be combined with his needs to earn credits in specific areas?

   Key Points. The learning coordinator should endeavor to capitalize on expressed student interests, while working to expand the student's exposure to different careers, subjects, and issues. The role of the learning coordinator is to structure situations so that the student makes his own decisions, rather than to make decisions for the student.

7. Discuss with the group not only goals, but methods, leading the participants to choose how to meet each goal, e.g., through working on a project, taking a class, enrolling in a workshop or tutorial, or by combining options.

   Lead Questions. Under what conditions might you ask the student to consider taking a class rather than or along with completing a project? What are some of the advantages and disadvantages of classes, tutorials, workshops, independent study, and experience-based projects?

8. Have the group rough out a Weekly Activity Schedule for your hypothetical student on the chalkboard, first filling in all regularly scheduled activities including advisory group meetings, classes, workshops or tutorials, and project seminars relating to the student's project interest.

   Lead Questions. Does the student have blocks of time available to work with people in the community? How much time is enough? (The FWL-EBCE model calls for the student to have 50% of his time available to work on projects, including at least 30% for work with resource people.) Will the student's program involve him in activities likely to yield growth in basic skills, life-skills, career development and academic knowledge?

   Key Points. Student program planning is not a strictly sequential process. While starting with interests, the learning coordinator and student must also deal with the student's needs, credit requirements, available resources, schedules, and a variety of other concerns in working out a realistic and comprehensive program which will yield growth in basic skills, life skills, career development, and academic knowledge. Replanning may be necessary in order to develop such a program.

9. Once a realistic schedule and program have been worked out, or additional information needed to make informed decisions has been identified, you can proceed with the next part of this activity.

10. Ask the participants if they have any questions before you begin Part II.

Part II: Summarize Information Needs and Sources for Program Planning

Now that they have an overview of the program planning process, the participants should take a moment to review the summary of student information needs and sources developed in Part I of this activity in terms of local needs and resources. (The summary is based on a hypothetical student enrolled in a full-time EBCE program. It must now be reviewed and, perhaps, modified according to the program that will be implemented in your district.) Then decide with your staff which student skills and needs will be assessed at entry (during orientation) and what instruments, if any, will be used to do it, including those that have yet to be developed or purchased. (Distribute copies of Exhibit 8 to the participants, explaining that it is only an example and should not be considered a comprehensive list.) Ask the participants to list their needs for information about program resources and constraints affecting student program planning. Exhibit 9 provides an example of what a chalkboard summary might show. Some information will already be known. Other information will need to be obtained (e.g., resource pool, college course schedules, whether the district will require EBCE students to earn physical education credits, etc.). As gaps in knowledge are identified, some staff member(s) should be designated responsible for obtaining the needed information.

This brief summarizing process will help staff members test their understanding of the student program planning process, will provide a summary review and reinforcement, and will help them identify gaps in their implementation planning. However, if covered well in previous implementation planning sessions, it may be omitted here in the interests of time.

Discussion Questions.

1. What do you need to know about your program resources and constraints?
2. For which of these things is information now available? Which need further research? Who will do it? By when?

Part III: Practice and Critique

The best test of understanding is to attempt to apply knowledge gained. If time allows, the following strategy is recommended. Ask the participants to pair off, with one person to play student and the other learning coordinator. The pairs will be free to make up their own student case for whom they will work out a tentative program. (You should circulate during this time to observe how staff members handle the LC role.) Distribute blank copies of the Long Term Plan, Overview of Student Activities and Weekly Activity Schedule to each team of two.

Their task is as follows:

1. Through discussion and probing questions, the learning coordinator helps the student identify his or her needs, interests and goals for the term. They record this information on the Long Term Plan.

2. The learning coordinator and student examine alternative learning activity options and make choices in developing a tentative program plan. They record the student's planned activities and credits on the Overview.

3. To test the feasibility of the student's program, they rough out a Weekly Activity Schedule.

4. Each team then presents its sample student description and program to the larger group for discussion and critique. By critiquing several programs as a group, the participants will clarify and specify their own criteria for an acceptable or desirable student program. If time does not allow for group presentation and critique of all the student cases and programs, you may lead the group in critiquing one case and then ask teams to pair off and critique each other's student program.

5. You should share your observations of the staff members' performance as LCs, emphasizing behaviors that indicate an understanding of the role, thus providing positive reinforcement. Point out any deficiencies, if possible, by generalizing rather than singling out specific staff members. Feedback to individuals can be given in private after the session.

Close the workshop by re-emphasizing the tentative nature of student program plans at the beginning of the term, and the need for regular conferences with the student to monitor progress in firming up and carrying out plans. Refer the group members to the Student Program Checklist (*Learning Coordination*, p. 233), a tool they can use in progress monitoring. Point out that they may need to modify it to reflect their own criteria for an acceptable student program.

Key Points.

1. The learning coordinator's role as resource and facilitator (vs. prescriber) is a difficult and challenging one. It will require considerable practice.

2. There is no single ideal program. Student programs vary tremendously to meet individual student needs and interests.

3. There are a variety of ways to capitalize on expressed student interests as well as a variety of approaches to expanding students' interests and motivation to learn.

Discussion Questions

1. Is the student's program realistic, given what we know about the student? Does it allow the student to pursue known interests and discover new ones? Will it help the student clarify or prepare for his career or educational plans?
2. How would you proceed with a student who has no real interests?
3. What would you do with a student who is unable to make choices because of the number of decisions and options confronting him?
4. What would you do with a student who is not interested in expanding his reading, writing or other skills? What are some possible approaches to increasing motivation?

MATERIALS

You will need a chalkboard or other means of displaying information, a copy of *Learning Coordination* for reference, and blank copies of the Long Term Plan, Overview of Student Activities, and Weekly Activity Schedule. Copies of the sample Master Schedule (p. 26) from the *Administration* Handbook can be helpful in working out sample weekly activity schedules for students.

PREREQUISITES

Staff development activities #1 through #4 (Introduction to Staff Development, Educational Values, Program Overview, and Student Program Walk-Through) should precede this one. Student Program Planning may either precede or follow the project planning activity. If Student Program Planning is conducted before Project Planning, the staff may decide to plan a project as a group for the student created in the first part of this activity.

The staff should have read the references on p. 69 prior to participating in this activity.

TIME

Demonstrating the Process will take approximately one hour. It may be possible to reduce the time by presenting the group with a description of a typical student, rather than involving the group in "creating" the student.

Summarizing Information Needs and Sources will take 20 to 30 minutes depending on the number of information gaps identified.

Practice and Critique will take one to two hours depending on the number of student programs critiqued.

VARIATIONS

1. If time is a major problem, you could conduct Part I; then simply lead a discussion about the LC's role and ways in which students' programs will differ depending on their needs and interests.
2. If the group has done its homework (the reading referenced below), you may wish to eliminate the first two parts of this activity and begin with the practice and critique session.
3. Part I is geared toward a full-time EBCE program. If students will only be participating in your program part-time, you may wish to modify it. You will probably be providing fewer options for students, i.e., they will only be able to earn credits through projects and in only a few areas, such as career development or elective subjects. The process is the same, but the student and learning coordinator are more limited in their choices by time constraints, allowable credits, and available program resources. If you wish, conduct this part of the activity as is and use Parts II and III to develop student program planning procedures that meet local needs and constraints.

REFERENCES

Learning Coordination, pp. 1-38, 97-112, and 115-120.

EXHIBIT 8

INFORMATION NEEDED ABOUT THE STUDENT

About the Student	Sources
Career and educational plans (and how committed the student is to them)	Interview student
Graduation requirements to be met	
Reading and math test scores	Standardized tests
Course credits needed	Transcript compared with requirements
EBCE competence requirements	Observation of student performance overtime
What student needs to pursue post-high school plans, e.g.:	Transcript compared with requirements -- if don't know requirements, make student do the research
College entrance requirements	
Job entry requirements	
Vocational school requirements	
Other	
What is student interested in doing and learning	Initial planning worksheet and interview
Careers student wants to explore	
Subjects or issues	
Interest in increasing skills in reading, writing, dealing with people, etc.	
Learning style	Observation and discussions over time
Attitudes toward school and learning, initiative, sense of responsibility, current learning skills, etc.	

EXHIBIT 9

INFORMATION NEEDED ABOUT PROGRAM OPTIONS

Program Options	Sources
Complete project using resource people in the community and participate in project seminar	Available resources
	Subjects for which students can earn credit through projects -- any restrictions imposed by district or school
	Schedule of project seminar meetings
Independent study using programmed materials	Available resources: programmed materials, tutors, etc.
	Diagnosis of student need and ability to work independently or in small group
Tutorial or workshop	Schedules of workshops or tutorials
Regular classes	Available high school, community college, or other courses
	Requirements and procedures for enrolling
	Schedule of class meetings
Combinations of the above	What combinations are possible, desirable, or required
Program goals and criteria for an acceptable program	Staff needs to decide what they are aiming for in helping students to plan their programs. See *Learning Coordination*, pp. 24, 115-120.
Miscellaneous	State and local policies and guidelines
Any restrictions on number of units students may earn each term	
District requirements and waivers, e.g., waiver of P.E.	

STAFF DEVELOPMENT ACTIVITY #9:
EVALUATING PROJECT PLANS

PURPOSE AND GOALS

The first project planning activity asks the participants to plan projects. This one asks them to evaluate project plans using FWL-EBCE criteria and forms.

This activity should help the staff:

1. determine the extent to which the FWL-EBCE project and credit criteria are applicable to local needs;
2. acquire experience in evaluating project plans using the package goals checklists and the Project Checklist; and,
3. gain a common understanding of how to apply standards and criteria for evaluating project plans.

RECOMMENDED APPROACH

Explain the purpose of this activity and the sequence of events that will take place: each participant will independently evaluate the same project plan; then the group members will compare and discuss their assessments. Distribute copies of a project planned by one of the participants during the first project planning activity (p. 49). Also pass out blank copies of the Student Project Checklist (copy attached) and the appropriate package goals checklist (see the packages). Make sure that the project planning packages are available as references. Ask the participants to evaluate the plan in terms of its completeness and according to the criteria given in the package goals and on the Student Project Checklist. When everyone has finished, begin the discussion by asking open-ended questions, such as: What do you like about this plan? How does it impress you? What is interesting about it? What kind of student could carry it out? If these questions stimulate considerable discussion and bring out the key points below, there is no need to go any further with this activity. (Your first questions should elicit positive comments. If no one responds to such questions, provide the author with some positive feedback yourself before allowing negative ones.) If not, ask for each person's response to the items on the package goal checklist and the Student Project Checklist. Record the responses on the board. Whenever there is disagreement on an item, ask the participants to explain the reasons for their judgment. Additional criteria for critiquing project plans are included with this activity description (see Exhibit 10). Copies can be distributed to the participants either before the activity begins or during the discussion.

Key Points

1. The standards and criteria in the packages should be carefully reviewed and may have to be revised to meet local needs and requirements.
2. Plans can be approved contingent on later revision. A date should be set by which the student should have revised the plan according to specific comments from the LC.
3. When plans are developed and approved in advance, credit assignment is much easier.

Discussion Questions

1. Can the student really accomplish what he or she wants to in the estimated amount of time?
2. Are the goals and indicators sufficiently specific to be able to judge whether they have been achieved?
3. Can you or the resource really observe whether the student has learned that?
4. How uniformly must the criteria be applied by staff?
5. Are the FWL-EBCE standards and criteria for projects appropriate to your students? If not, how should they be modified?

MATERIALS

You will need:

1. blank copies of the Student Project Plan and the appropriate package goal checklists;
2. copies of the project planning packages;
3. a reference copy of *Learning Coordination;*
4. a copy of the completed project plan that will be evaluated (one that was completed by a participant during Project Planning, one of the samples attached -- see Appendix 3, or one that has been completed by a student);
5. Additional Criteria for Project Plan Critiques (Exhibit 10); and
6. a chalkboard or other means of displaying information.

PREREQUISITES

The first project planning activity and the orientation activities (Introduction to Staff Development, Program Overview, and Student Program Walk-Through) are essential to participation in this one. The others will help participants better understand this activity.

TIME

This workshop will take from one to two hours depending on staff size, the number of project plans assessed, and the kind and amount of discussion among the participants.

VARIATIONS

1. If this workshop takes place after students have been enrolled and been working on projects, it is preferable to use some of their project plans rather than the samples included here as an attachment.
2. Divide the staff into small groups and have each group evaluate and discuss a different plan. Ask each group to report its finding to the rest of the participants. End with a general discussion.

REFERENCES

Learning Coordination, pp. 46-59, 97-110.

Project Planning Packages

Orientation, pp. 29-41.

Attached Guidelines for Project Plan Critiques.

Package Development, pp. 1-14, 24-29.

EXHIBIT 10:

ADDITIONAL CRITERIA FOR PROJECT PLAN CRITIQUES

Title and Theme. Do the title and theme inform one of the general nature of the project, focusing on what the student hopes to gain by doing the project (as opposed to, for example, focusing on a description of project activities)?

Questions. Generally, look for questions the answers to which require more than simply acquiring information. In particular: application of knowledge and skills; looking at the component parts of something, making comparisons, and determining how one thing is related to or affects something else (analysis); combining concepts, principles, and generalizations into meaningful wholes, or creating new products (syntheses); and judging the merit of something against a standard, often a self-derived standard (evaluation). These considerations are most important when evaluating project goals; their importance in the question-asking stage of project planning (aside from the fact that people who don't ask questions requiring complex cognitive skills probably won't set goals requiring complex cognitive skills) is as a progress monitoring device. They are an indicator of the cognitive skills the student is applying, and provide an opportunity for the LC to try to help the student move beyond that level. Not all students will apply complex cognitive skills -- you will, with some students, find yourself quite happy when they ask sensible questions simply seeking information. In the long run, however, your goal is to help students acquire and use such skills.

Goals

1. Goals should be specific enough to provide the student with direction; i.e., they should be a clear statement of what the student wants to accomplish. Very broad statements are ambiguous. Deciding whether or not a statement is too broad is rather subjective, and different people may make different decisions. Sometimes, it works to let the indicators associated with a broad goal statement define specifically what the student wants to accomplish.
2. Goals should describe desired learning outcomes, rather than activities. If a student states a goal to read a particular book, or to interview someone about a given issue, a good question to ask is why the student wants to complete that activity. What does he or she hope to gain personally from it? It helps to view activities as a means to an end, the question being, "What is the end to be achieved by the activity?"
3. As much as possible, encourage students to state goals that require complex cognitive skills. (See above, under Questions.)
4. It is desirable to set goals for generalizable learning (i.e., learning that is applicable to a number of contexts), rather than learning which is totally specific to a given context. Again, though, with some students you will be happy if they state goals specific to a given context but will apply process skills, such as doing an experiment or solving a problem.
5. The entire set of project goals, for five credits, should reflect the kind of comprehensiveness represented by the appropriate set of package goals (e.g., problem-solving, basic skills, and career development, plus concepts and/or techniques appropriate to the subject area).

Indicators. The indicators associated with a given goal should collectively state how the student will demonstrate to himself and others that he has accomplished the goal. Indicators specify demonstrable behavior: i.e., something that can be observed and evaluated. It can be a product or an act to be performed. Ideally, the goal and indicator together should provide enough information so that one will know what criteria will be used to evaluate performance. Thus, "... to the satisfaction of my LC" is usually not an indicator because it does not provide enough information. Often, more than one indicator is necessary to show the accomplishment of a goal. Also, a given indicator can be an indicator of more than one goal.

EXHIBIT 11

Experience-Based Career Education	STUDENT PROJECT CHECKLIST

STUDENT LC DATE

A. PLANS	YES	NO
REQUIRED ELEMENTS OF PROJECT		
1. Has the student planned an Exploration with at least one RP or RO?		
2. Has the student identified related reading?		
3. Has the student specified at least one tangible product?		
4. Has the student identified interim deadlines for indicators and products and a deadline for project completion?		
5. Is there someone designated to evaluate each indicator and product?		
6. Does the student plan to attend all related project seminar meetings?		
7. Is the project related to the student's long-term plans?		
REVIEW OF GOALS AND INDICATORS:		
8. Do the goals and indicators focus on the development of knowledge or skills which will be useful in other contexts?		
9. Do they challenge the student to go beyond what he/she already knows or knows how to do?		
10. Does the importance of the goals and indicators warrant the estimated time involved?		
11. Do project goals and indicators meet minimum package goals? *(See appropriate package goal checklist.)*		
12. Are all the indicators realistic, given the time and resources available?		
13. Is each indicator stated in terms of observable student performance?		
14. Is there a sufficient number of indicators to determine whether the student has achieved his/her stated goals?		
15. Does each indicator include a performance standard?		
16. If not, should a performance standard be included?		
B. PROGRESS		
1. Have you checked the student's progress with his/her Resource Person(s)?		
2. Is the student involved in activities and working on products that will allow him/her to achieve his/her project goals and indicators?		
3. Has the student shown his/her Project Plan to his/her Resource Person(s)?		
4. Should the student's activities be redirected so that his/her original goals and indicators can be achieved?		
5. Is the student pacing his/her work to complete the project by the agreed-upon date?		
6. Should the student's Project Plan, goals and/or indicators be changed?		
7. Should the due date be rescheduled?		
8. Is the student participating in the appropriate project seminars?		

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STAFF DEVELOPMENT ACTIVITY #10:
STUDENT ADVISORY GROUP MEETINGS

PURPOSE AND GOALS

This activity is designed to introduce student advisory group meetings -- their purpose, what should happen during them, and sources of ideas and suggestions for conducting them.

As a result of this activity, the staff should:

1. understand the purposes of advisory group meetings;
2. identify appropriate topics and several activities that can be used;
3. know the topics and general purposes of the student orientation workshops;
4. understand the function of the group leader; and,
5. identify several sources of information about appropriate topics and effective techniques to use in advisory group meetings.

RECOMMENDED APPROACH

Explain the purpose of this activity (see above) and the sequence of events: an advisory group meeting will be conducted, followed by a critique by the participants and a general discussion.

Study the appropriate handbooks (see References below) and select a topic and activities. The Career Exploration Workshop, described in *Orientation* (pp. 35-38) is recommended because: 1) one of the aims of EBCE is to prepare students to make informed career choices; 2) it is easier to do out of context than most of the other orientation workshops; and, 3) it will be good preparation for conducting the student orientation. (However, feel free to select a topic and activities with which you feel comfortable and competent. Other topics that could be used include values-clarification or decision-making exercises, preparing for resource visits, and how to prepare for and undergo an interview for a job or college. For others, see Item #4 under Key Points below.)

Plan your sessions as though you are a learning coordinator and the participants are students. Study the Career Exploration Workshop description and, using what you know about the participants, decide what you hope to accomplish with your group and what your strategy will be. Be able to describe your plans to the group at the beginning, but don't feel you must adhere inflexibly to your agenda. Have contingency plans. Be light on your feet, ready to take advantage of participants' remarks and interests.

Afterward, ask the participants to critique the meeting. Begin by asking them what went well, making sure that everyone's positive comments are made, including your own, before any negative ones. As much as possible, be a facilitator. Let the participants do most of the talking, only stepping in to ask for clarification of a point or more specific information, such as an example. The critique should lead into a discussion in which the participants identify some of the characteristics of a good advisory group meeting. Ask the participants to state what they think are purposes, topics, activities, and strategies, and the leader's role in advisory group meetings. Make sure that all of the key points listed below are included by joining in with your own suggestions. List all ideas on the board. (Review the rules of a brainstorming session, page 28, and apply them to this part of the activity as appropriate.) The pros and cons of decisions about the function, structure, and scheduling of advisory group meetings can and should be discussed at this time; for example, the make-up of advisory groups, how often they should meet, and how they will differ from project planning seminars.

Key Points

1. The purposes of advisory group meetings are to:
   a. help students make sense of what they are doing and learning in the community by explaining it to others;
   b. acquire needed planning, inquiry, interpersonal, problem-solving, and decision-making skills;
   c. help them clarify their values, interests, and goals by discussing these with their peers; and

   d. expand their awareness of a variety of careers and subjects by sharing what each of them is doing and learning in the community.

2. Methods, or types of activities, appropriate for advisory groups include:

   a. role plays and simulations (using only students, using staff and students, or with guests, such as a personnel manager who will role play job interviews with students);

   b. brainstorming;

   c. discussions and short lectures;

   d. games and decision-making and values-clarification exercises; and

   e. student sharing of experiences.

3. The role of the leader is to help students make the advisory group meetings their affair by leading, giving direction, providing structure and guidelines, facilitating discussion, asking questions, devising strategies to involve all the students in the activities, suggesting interesting topics and activities, and asking students to plan and conduct some of the meetings. The leader should ask questions and answer questions with questions as appropriate to expand students' thinking and learning. The more students who participate in the discussion, the better.

4. Some topics appropriate to advisory group meetings are field experiences; ideas for projects; the planning of projects; personal values; long range plans; careers; college entrance requirements and procedures; job finding and interview techniques; and social, political, or other issues of concern to the students. Advisory group meetings are a good place for students to present project products, oral and visual presentations, and progress reports. The advisory group should also be used as a forum in which students seek the help of their fellow students to solve problems. Such experiences in turn, can be used to help students acquire problem-solving and team work skills.

5. The workshop descriptions in *Orientation* are a sample of the topics and methods befitting advisory group meetings. (You might view them as models.) With those workshops, you will be starting things that you will continue to work on with students throughout the year. Sources of ideas and suggestions for other topics and methods are listed on page 70 in *Learning Coordination.*

Discussion Questions

1. What did you like about the advisory group meeting? What went well?
2. Did you feel the session took into account your own concerns and interests? Did it help you?
3. Who did most of the talking?
4. How do you think you would feel in the role of leader?
5. What might you have done differently if you had been leading the meeting? Why?
6. What are some of the leader's behaviors you think one should strive for in advisory group meetings?
7. What are some techniques that you have used successfully to involve students in a group discussion or other group activity?
8. How does the Career Exploration Workshop fit into the series of student orientation workshops? Can you expect students to learn all they need to about career exploration, project planning or using resources, in one or two orientation workshops? What are the implications of this for your advisory later in the year?
9. How often should advisory group meetings be held?
10. Should they be mandatory for all students? If so, what sanctions would you use to enforce attendance? Should students earn credit for attendance?
11. When should the meetings be held, in the morning or the afternoon? Why?
12. What do you want to call the meetings?
13. How large or small should each advisory group be?

MATERIALS

You will need a chalkboard or other means of displaying information, copies of *Orientation* and *Learning Coordination* for references, and the materials listed in the Career Exploration Workshop.

PREREQUISITES

This activity will be most useful to participants who have a fairly solid understanding of the FWL-EBCE model, i.e., those who have gone through the first week of staff development. However, staff members who have an overview of the model -- have participated in Activity 3: Program Overview and Activity 4: Student Program Walk-Through -- and who express an interest either in career exploration information or advisory group meetings, might profit from this activity.

TIME

Allow 90 minutes for the Career Exploration Workshop and about 60 to 90 minutes for the discussion afterward.

VARIATIONS

You can vary this activity by changing the topic or asking a participant to volunteer to lead the group. If a participant leads the advisory group, you should moderate the discussion that follows.

REFERENCES

Learning Coordination, pp. 2-10, 61-70.

Orientation, pp. 10, 12, 21-49.

See also the annotated bibliography in:

Gelatt, H. B., Varenhorst, B., Carey, R., and Miller, G.P., *Decisions and Outcomes: A Leader's Guide* (New York: College Entrance Examination Board, 1973), pp. 89-100.

APPENDIX 1

STUDENT PROGRAM
WALK-THROUGH

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Experience-Based Career Education:
Far West Laboratory Model

STUDENT PROGRAM
WALK-THROUGH

1855 FOLSOM STREET • SAN FRANCISCO, CALIFORNIA 94103 • (415) 565-3000

Experience-Based Career Education

LONG-TERM PLAN

Student *Pat Rodriguez* Grade Level *11* Term *Spring*

Learning Coordinator *Mary Owens* Planned Graduation Date *June 1977*

WHAT ARE YOUR CURRENT POST-HIGH SCHOOL CAREER AND/OR EDUCATIONAL PLANS? *(Indicate the alternatives you are considering below)*		HOW CERTAIN DO YOU FEEL ABOUT YOUR PLANS? *Just Thinking About It*	*Reasonably Certain I Will Pursue It*	*Very Certain*
CAREER PLANS	1. *Social Service work*		X	
	2. *Small Business Management*	X		
	3. *Journalism*	X		
	4.			
EDUCATIONAL PLANS	1. *4 year college*		X	
	2.			

DISTRICT GRADUATION REQUIREMENTS			WHEN DO YOU PLAN TO COMPLETE EACH?			
Confirmed with counselor? [X] *Yes* [ ] *No*		*Credits Needed**	*This Term*	*Next Term*	*Next School Yr*	*Other*
READING	*Passed Test* [X] *or Completed Reading Workshop* [ ]					
MATH	*Passed Test* [X] *or Completed Math Workshop* [ ]					
REQUIRED COURSES	*Mathematics*					
	Science					
	English	5		5		
	World Studies					
	Related Social Science					
	United States History					
	Related Social Science	5		5		
	American Government	5	5			
	Related Social Science	5	5			
	Physical Education	15	5	5	5	
ELECTIVES	*Spanish, Geometry, Business*	40	15	10	15	
OTHER						
	TOTAL	75	30	25	20	

Distribution: Original (White) - LC/files; Yellow - Student; Pink - permanent file; Goldenrod - Parents *10 EBCE credits = 1 Carnegie Unit

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LONG-TERM PLAN

Page 2 of 2

EBCE REQUIREMENTS	COMPLETED?	DO YOU WISH TO DEVELOP THESE SKILLS OR KNOWLEDGE FURTHER?	WHEN DO YOU PLAN TO WORK ON EACH?			
			This Term	Next Term	Next School Yr	Other
1. Reading Skills	yes	don't need to				
2. Quantitative Skills	yes	yes	X			
3. Oral Communication Skills	yes	yes	X			
4. Writing Skills	yes	yes	X			
5. Career Awareness (6 careers per year)	no	yes	X			
6. Career Decision-Making Skills	no	?		X		
CAREER FIELDS YOU WANT TO EXPLORE			▨	▨	▨	▨
Business			X			
Social service work with senior citizens				X		
Journalism					X	
SUBJECTS OR ISSUES YOU WANT TO EXPLORE			▨	▨	▨	▨
consumer rights			X			
women's rights			X			
pollution					X	
List additional education requirements you must meet and/or skills you must acquire if you are to pursue your post high school plans (including college entrance requirements).			▨	▨	▨	▨
Advanced Spanish (2nd year)			X	X		
Geometry			X	X		
Biology (lab science)					X	
Typing - for college term papers						summer school

Distribution: Original (White) - LC/files; Yellow - Student; Pink - permanent file; od - Parents

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Experience-Based Career Education	OVERVIEW OF STUDENT ACTIVITIES	*Term* Spring *Year* 76

STUDENT

LEARNING COORDINATOR

DATE

STUDENT PROJECTS

PROJ NO.	PROJECT TITLE	PACKAGE	PROJECT PLAN APPROVED *(Date)*	REVISED PLAN APPROVED *(Date)*	PLANNED END DATE	CREDITS PLANNED		CREDITS EARNED		
						Subject	*Amount*	*Subject*	*Amount*	*Date*
1	Advertising and the Consumer	Commerce	3/15/76		6/10/76	Intro to Business	5			
						Consumer Education	5			
2	Women's Rights	Social Science				American Government	5			

OTHER ACTIVITIES

	Course Title	*Agency*	*Days & Time*	*Begin Date*	*End Date*	▨	▨	▨	▨	▨
EXTERNAL COURSES										

	Subject	*Tutor or Workshop Leader*	*Is Plan Complete?*	*End Date*	▨	▨	▨	▨	▨
TUTORIALS/ WORKSHOPS	Spanish II	Luis Torres	yes	6/5/76	Spanish II	5			
	Geometry I	Calvin Blake	yes	6/5/76	Geometry I	5			

PHYSICAL EDUCATION	*List Major Activities:* Gymnastics - YWCA		Physical Education	5			
	Is Physical Education Plan on file? [X] *Yes* [ ] *No*	TOTAL	▨	30	▨		▨

Resource Person Guide

195 Jasper

Career family: III, VII

Subject area: Art, English, Economics, Business

Package: Communications and Media, Commerce

"The greatest weakness in business, whether large or small, is its inability to communicate with its particular market," says David L. Jasper, public relations manager for Popular Chemical Company. Dave Jasper's interest in communications stems from his long experience in the advertising field. Prior to his present position, he was head of the advertising department of Popular Chemical. Public relations, advertising, sales promotion, merchandising, publicity, and the techniques involved -- ranging from market studies, budgeting, media selection, ad preparation, community relations, presentations, copy writing, illustration, layout, feature articles and releases, to job-hunting skills -- are possible areas for learning activities.

RP Name:	David L. Jasper
Company:	Popular Chemical Company
Address:	200 Bush Street, 10th Floor, San Francisco, California 94104
Transportation:	Take a B bus to San Francisco from the northwest corner of Broadway and Grand Avenue. (They run every half hour at 20 minutes after and 10 minutes before the hour.) Walk from the Transbay Terminal to Market Street. Cross Market to the intersection of Bush and Front Streets. Turn up Bush Street and walk one block to Sansome Street. 200 Bush is at the corner of Sansome and Bush.
Phone:	894-4519
Hours:	9:00 a.m. to 4:00 p.m., Monday through Friday

The ORIENTATION will last about two half-days and will cover informal discussion of possible activities and areas of study. Your interests and needs will be discussed and a schedule of activities and meetings can be arranged. As many as two or three students can work with Mr. Jasper at one time.

The EXPLORATION will take about two half-days a week for three or four weeks. Depending on your interests and program needs, you can work on current Popular Chemical public relations projects; accompany Dave Jasper to meetings and luncheons with freelance artists, writers, and photographers, with community educators, newspeople, and other persons with whom he has contact; or learn how to make motion pictures and slide presentations, conduct surveys, interview people, and write advertising copy.

David Jasper

The INVESTIGATION is your opportunity to develop some of the skills used in the fields of communications, advertising, or public relations. You can learn as many related skills as you desire, such as copy writing, illustrating, making presentations to community groups, marketing techniques, and merchandising. Or you can set up an advertising or public relations program -- from picking the theme to working out the budget -- for a real or imaginary business.

Suggested learning activities:

ORIENTATION

1. Before visiting Mr. Jasper, look up the career of public relations manager in the career information materials. List some questions you have about the field of public relations and what you can do and learn at Popular Chemical.

2. If you decide to do a project at Popular Chemical, arrange a schedule of further visits.

3. Discuss your Orientation experiences with your LC, including such things as:

   a. possible activities in which you can participate;
   b. your interests and program needs in relation to this RP;
   c. possible project topics;
   d. career information you have learned; and
   e. why you will or will not do a project at Popular Chemical.

4. Explain why Popular Chemical has a public relations manager and what his major tasks are.

EXPLORATION

Plan and carry out a project which focuses on or includes one or more of the following, or negotiate similar activities with David Jasper.

5. Accompany Dave Jasper to meetings and luncheons with freelance artists, writers, photographers, and other persons with whom he works on projects for his firm. Note the reasons Mr. Jasper mentions for the assignments he gives these people and the nature and purpose of what he wants them to do. If possible, arrange to observe all such meetings for one project so that you can observe how the writing, artwork, photography, and production work are planned and coordinated. Interview Mr. Jasper and others in the field of public relations and do some related reading to learn:

   a. the purpose of public relations;
   b. what a person in the career does;
   c. the skills necessary;
   d. ways of entering the field; and
   e. the necessary education and training.

   Write a report on the field of public relations based on your experiences with Mr. Jasper and your research on the nature and purpose of the career.

EXPLORATION (cont'd)

6. Assist Dave Jasper in one of his projects by doing the art work. Keep all drafts of what you do and take notes to record Mr. Jasper's comments and criticisms. Write an essay describing what you learned about producing art to serve a specific purpose and how it is used in advertising or public relations.

7. Develop a rating form to evaluate commercials on television (such as beauty product commercials or household cleaner commercials). Using the information you compile with this form, discussions with Dave Jasper and others in the advertising field, and information acquired through library research, compose a slide-tape presentation which answers the following or similar questions:

   a. What is the purpose of advertisement?
   b. How do advertisement methods and styles differ and why?
   c. What makes an ad effective?
   d. How do advertisements reflect or distort social values, behaviors, and goals?

8. Discuss your needs, interests, goals, and values in relation to a career in public relations, communications, advertising, or a related field.

INVESTIGATION

9. Set up an advertising program for a real or fictitious business, including:

   a. doing the necessary market research;

   b. doing a prospect study;

   c. studying the layout of the store, merchandising techniques, sales promotion activities, and the sales training for the clerks;

   d. selecting the media to use for your program;

   e. preparing your advertising, including:

      (1) copy,
      (2) layout,
      (3) illustration,
      (4) "continuity" (the campaign theme), and
      (5) the image or personality (of the business or owner of the business) to be projected; and

   f. budgeting -- how much the program will cost; how much the business is prepared to spend; whether the business makes enough to justify the expense; if the cost is too high, how it can be reduced; etc.

INVESTIGATION (cont'd)

10. Set up a public relations program for a real or fictitious business, including:
    - a. deciding what you hope will be the outcome of the program;
    - b. specifying the techniques to be used:
        - (1) media contact,
        - (2) news releases,
        - (3) community activities,
        - (4) printed materials,
        - (5) photographs, and
        - (6) the theme; and
    - c. preparing public relations copy acceptable for actual release and coordinating the completion of the art and production work by freelancers (with the assistance and supervision of Mr. Jasper).

Related reading; information sources:

See the RO Guide on the Advertising Department of the Paul Hubbard Company (Corporate Offices). Mr. Jasper can suggest reading related to your project.

NB:aw
1/31/74

Community Resource Guide

622 Better Business Bureau

Career family: III, V, VIII

Subject area: Business Education, Economics, Sociology, American Government

Package: Commerce, Social Science

The Better Business Bureau has been in existence for about 60 years. The Bureau provides a service to consumers and businesses by maintaining membership files on each business choosing to register with the Bureau. Such businesses provide information to the Bureau about type of ownership (sole proprietorship, partnership, or corporation), length of time in business, name and address of the owner, nature of the business, and products and services. If a consumer calls to register a complaint against a business, the details of the complaint and its outcome are recorded and filed with the registration form. This information is open to the public by telephone inquiry or personal visit. The Bureau administers two basic programs: a consumer education and an arbitration program. If you would like information about anything related to consumerism, the Better Business Bureau can provide you with it. If you have a grievance against a business, you can file a complaint by filling out a form, submitting it to the Bureau, and taking it before their arbitration panel for out-of-court settlement. The panel consists of 30 to 40 business volunteers.

The Bureau has many pamphlets and other printed materials you can obtain on request. If you would like additional information, visit the Bureau and talk with one of their consultants.

CR Name: Better Business Bureau

Address: 1850 Carter Street, 6th Floor, Oakland, California 94612

Transportation: Take a #60 bus to 18th and Carter. Walk half a block south.

Phone: 843-6600

Hours: Monday through Friday, 10:00 a.m. to 3:00 p.m.

NB:aw
2/1/74

Experience-Based Career Education

PROJECT SKETCH

Use this form to plan your resource Orientations. Obtain your Learning Coordinator's approval before visiting a resource.

STUDENT Pat Rodriguez LC Mary Owens DATE 2/8/76

I. AREA OF INTEREST *(List the specific career, subject, or issue area you want to explore as a possible project)*

consumer rights

II. WHAT QUESTIONS DO YOU WANT TO INVESTIGATE TO LEARN MORE ABOUT THIS AREA OF INTEREST?

1. What should I do if I want to complain about something I bought?
2. What kinds of ads make people buy things?
3. How much that's said in an ad is true?
4. What preparation is needed for jobs in advertising?
5.
6.
7.
8.

III. WHAT RESOURCES WILL YOU USE?

[✓ RP]/RO/CR *(Circle one)* David L. Jasper Phone 894-4519
Address Popular Chemical Company, 200 Bush Street

RP/RO/[✓ CR] *(Circle one)* Better Business Bureau Phone 848-6600
Address 1850 Carter Street

RP/[✓ RO]/CR *(Circle one)* Rose's Department Store Phone 681-2112
Address 1501 Broadway (Jane Clark, Advertising Manager)

OTHER RESOURCES *(Give name of person or title and author of books, articles, etc.)*

Consumer Reports

I HAVE READ THE RESOURCE GUIDE(S) [X] Yes [ ] No If not, give reasons:

APPROVED BY LC Mary Owens DATE 2/8/76

LC FOLLOW-UP

[X] The student has decided to do a project in this interest area.

[ ] The student has decided not to pursue this interest further because:

TAKE YOUR COPY OF THIS SKETCH WITH YOU TO GUIDE YOUR ORIENTATION ACTIVITIES WHEN VISITING RESOURCES.

Distribution: Original (White) - LC/files; Yellow - Student; Pink - Resource Analyst

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Experience-Based Career Education

STUDENT PROJECT PLAN

STUDENT Pat Rodriguez PROJECT NO. 1 PACKAGE Commerce

LC APPROVAL Mary Owens DATE 3/15/76 DATE PROJECT STARTED 2/8/76

TECHNICAL ADVISOR(S) *(If any)* David Jasper

I. PROJECT DESCRIPTION

A. *Title* Advertising and the Consumer

PLANNED CREDITS		EBCE Credits
Subject Area(s)	1. Introduction to Business	5
	2. Consumer Education	5
	3.	

B. *Theme* *(Please give a brief description of your project)*

I plan to learn some of the purposes and techniques of advertising; to study the effect of advertising on the buying habits of myself, my family, and my friends; and to learn what a consumer can do if he feels that a product was falsely advertised or is defective.

C. *Questions to be Investigated:*

What is the purpose of retail advertising? Do all stores and companies advertise for the same reasons? What happens from the time an idea is thought of until an ad is printed? How often do most people buy products because of an advertisement? How do ads get people to buy things? Do (can) most products live up to their advertisements? What can a consumer do if he feels a product has been falsely advertised or is defective?

FOR LEARNING COORDINATOR USE ONLY

Mid-Term Review ______ *Initials* *Date*	*End-of-Term Review* ______ *Initials* *Date*

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STUDENT PROJECT PLAN | Page 2 of 5

II. IDENTIFICATION OF RPs, ROs, & CRs

A. Completed Visits (Identify resources already visited for Orientation)

Resource Name	Address	Phone	RP	RO	CR	Hours Spent
David Jasper	Popular Chemical Co. 200 Bush Street	894-4519	X			2
Better Business Bureau	1850 Carter Street	848-6600			X	1
Rose's Department Store Jane Clark, Ad Manager	1501 Broadway	681-2112		X		3½

B. Planned Visits (Identify the resources you PLAN to work with. Repeat names from above if you plan additional visits. Your project MUST include an Exploration with at least one RP or RO.)

Resource Name	Address	Phone	Acty *Level			RP	RO	CR	Est. Hours
			O	E	I				
David Jasper	Popular Chemical Co. 200 Bush Street	894-4519		X		X			30
Better Business Bureau	1850 Carter Street	848-6600	X					X	3
Service Corps of Retired Executives (SCORE)	Small Business Admin. 450 Gilman Avenue	556-4824	X					X	8
Rose's Department Store Advertising Department	1501 Broadway	681-2112		X			X		10

* O = Orientation; E = Exploration; I = Investigation

C. Related Reading/Research (Give Titles and Authors)

The Hidden Persuaders by Vance Packard

Advertising Age magazine

Reality in Advertising by Rosser Reeves

III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS (See Resource Guides. Some sites require special insurance, health certificates, etc.)

A. Prequisites Make a reservation for the SCORE workshop.

B. Materials or Equipment

IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

A. Site Visits 57½ Hrs. Product Production 40 Hrs.

B. Reading 10 Hrs. Other (specify) 45 Hrs.

Consumer survey of family and friends - 15 hours
Research for advertising program - 30 hours

TOTAL HOURS 152½

LAST DATE FOR COMMITMENT TO COMPLETE PROJECT 5/5/76

PLANNED PROJECT COMPLETION DATE 6/10/76

STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page 3 of 5

Student Pat Rodriguez LC Mary Owens Project Title Advertising and the Consumer

Goals and Indicators	For Indicators.		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments
GOAL 1: Understand the purposes and develop some techniques of advertising.					
a. Plan an advertising campaign for a small business (the RP will help me pick the business; including preparing the budget.	4/10	David Jasper			
b. Develop the advertising program, including writing advertising copy and doing the layout and illustrations.	6/10	David Jasper			
c. Same as Indicator c for Goal 2.					
GOAL 2: Recognize some of the techniques often used in advertising and know how to use them for my program.					
a. Explain orally how to analyze the characteristics of my potential market (age, sex, lifestyle, etc.) and the needs and motivations of the business' customers in order to gear the style and content of my advertising program to them.	2/30	David Jasper	2/27	DJ 1	Pat has a good grasp of the principles of market research and is perceptive in identifying the hidden message in ads.
b. Explain five advertising techniques such as testimonial, appealing to impulse, appealing to needs such as power and sex appeal.	2/30	David Jasper	2/27	DJ 1	
c. Submit a formal report of my market research.	3/20	David Jasper	3/24		
(continued on next page)					

USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY

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STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page 4 of 5

Student Pat Rodriguez LC Mary Owens Project Title Advertising and the Consumer

Goals and Indicators	For Indicators		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments
d. Explain orally the goals of my advertising program and the techniques it will use.	4/10	David Jasper			
e. Photograph the store before and after my program has been initiated to record changes in the store layout and merchandise displays. Explain why I made the changes I did and how I anticipate the customers will be affected by them.	5/30	David Jasper			
GOAL 3: Understand how the average consumer is affected by advertising.					
a. Analyze, in a written report, the results of a survey of a sample of 15 people, including my family and friends, to determine what locally and nationally advertised products they buy, how frequently they respond to advertised sales, how often they buy items other than those on sale, and what they respond to in an advertisement.	6/5	David Jasper			
GOAL 4: Know where a consumer can turn if he has a complaint about an advertised product.					
a. Explain briefly in the Commerce Project Seminar the steps a person should take when he wants to complain about a defective product or misleading advertisement.	5/30	Package Coordinator			
(continued on next page)					

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STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page 5 of 5

Student Pat Rodriguez LC Mary Owens Project Title Advertising and the Consumer

Goals and Indicators	For Indicators		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments
GOAL 5: Know the advantages, disadvantages, and requirements of the careers of advertising manager and copy writer.					
a. Evaluate orally the careers of advertising manager and copy writer in terms of my own values, goals, and interests.	6/5	Mary Owens			
b. Describe orally what I would do after high school if I were to prepare myself to enter each of the above careers (training and education necessary, skills I would have to improve or acquire, where I would have to live, etc.).	6/5	Mary Owens			
GOAL 6: Learn how to effectively advertise my own skills.					
a. Develop a resumé which includes my experience in advertising and explain why each item is included.	6/5	Mary Owens and David Jasper			

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INSTRUCTIONS FOR COMPLETING
THE LAST PAGE(S) OF YOUR PROJECT PLAN

TO THE STUDENT:

1. Your project GOALS should say what you want to learn about or learn how to do. Use verbs such as know, understand, solve, perform, and communicate. For example, you might want to learn how to play the guitar, develop photographs, understand the political party system in the United States, or know what effects pollution has had on plants and animals that live in your area.

2. Your INDICATORS should tell how you and your Learning Coordinator will know when you have satisfactorily accomplished your goals. Indicators are examples of some of the things you should be able to do when you complete your project. They must include at least one product. You should use words like describe, compare, organize, analyze, and construct when writing your indicators. See the sample projects in the project planning packages for examples.

3. Give DUE DATES for each indicator to tell when you will complete the product or demonstrate you can perform the task described.

4. State who will EVALUATE each performance or product.

5. NUMBER each goal statement and use LETTERS to identify your indicators.

Your Learning Coordinator can help you write your goals and indicators, making sure they meet the appropriate package goals. Show your Project Plan, even early drafts of it, to your resources and to whomever you want to evaluate your products and performance. Your resources need to know what you want to learn and will tell you whether they can help you learn it. They may suggest some changes in your goals and indicators Your evaluators need to know, in advance, what they will be asked to evaluate.

When you have completed a product or are ready to have a performance judged, ask your evaluators to write their ratings and comments (be sure they initial each) on this form. When all of your evaluators have recorded their ratings and comments, submit your Project Plan, together with a completed Project Summary Report and all of your products, to your Learning Coordinator for his or her evaluation and for credit assignment.

TO RESOURCES AND EVALUATORS:

This form tells you what the student has set as his/her goals and indicators for this project. The student may have designated you as the appropriate person to determine whether he/she has satisfactorily completed some of the indicators.

If you have agreed to evaluate the student's progress and performance in these areas, please use this form to record your rating(s) and comments. Rate the student's performance on each indicator by entering the appropriate number:

1 = Product or task SATISFACTORILY COMPLETED
2 = Product or task PARTIALLY COMPLETED, or needs improvement (please explain)
3 = Product or task NOT COMPLETED
4 = Cannot evaluate

Please initial each rating, sign your comments, and return this form to the student.

Experience-Based Career Education	COMMERCE PACKAGE GOAL CHECKLIST

STUDENT'S NAME Pat Rodriquez DATE 3/15/76

PROJECT TITLE Advertising and the Consumer

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
1. BASIC SKILLS	*One element from each group*	*Acquiring Information* [X] reading [X] listening [X] observing *Communicating Information* [X] writing [X] speaking [X] innovating
2. PROBLEM-SOLVING	*All elements*	[X] define the problem or issue [X] identify sources of information [X] use appropriate methods for gathering data [X] organize the information obtained [X] evaluate proposed solutions
3. CAREER DEVELOPMENT	*Choose all of a* *OR* *two elements from b*	[X] a. investigate two careers in terms of: [X] roles and function of employee [X] relation of career to other careers [X] qualifications for entry [X] working conditions, rewards, benefits [X] current and projected demand [X] union or professional affiliations [X] effects of job on lifestyle [X] your own evaluation of the career [ ] b. develop career entrance skills in two of the following areas: [ ] obtaining and evaluating information about current job openings, training or educational opportunities, and entry requirements [X] preparing letters of inquiry, applications and resumés [ ] preparing for and performing in interviews [ ] acquiring job-entry skills and career-related experience

COMMERCE PACKAGE GOAL CHECKLIST (Continued)

You may select five elements from Goal 4, 5, or 6, or you can combine elements from each as long as you select five altogether.

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
4. ECONOMICS	*At least five elements or five comparable elements*	☐ resources ☐ production ☐ distribution ☐ money ☐ property ☐ capitalism ☐ credit ☐ demand ☐ welfare ☐ taxes ☐ power ☐ labor ☐ recession ☐ poverty ☐ prosperity ☐ inflation ☐ other (specify) ____________
5. BUSINESS EDUCATION	*At least five elements or five comparable elements*	☐ forms of business ☐ relationship between management and labor ☐ impact on business of changes in technology ☐ economic cycles ☒ business/client relationship ☐ business forecasting ☐ management skills and techniques ☐ methods of obtaining capital ☐ business values and ethics ☒ sales planning and marketing ☒ advertising ☐ government policies and regulations ☐ business record keeping ☐ accounting models ☒ other (specify) consumer needs/motivations

COMMERCE PACKAGE GOAL CHECKLIST (Continued)

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
6. COMMERCE SKILLS AND TECHNIQUES	*At least five elements or five comparable elements*	[X] conducting surveys [X] analyzing statistical data [X] preparing a budget [X] writing business proposals or reports [ ] composing business letters [ ] operating office machines and equipment [ ] maintaining and performing minor repairs on office equipment [ ] using different kinds of filing systems [ ] posting receipts and expenses to ledgers [X] arranging displays of goods [ ] handling cash and credit transactions [X] writing advertising copy [X] illustrating advertising copy [ ] resolving interpersonal conflicts [ ] contributing to group efforts [ ] dealing with the public [ ] typing letters, memos, and reports [X] other (specify) conducting market research studies

Experience-Based Career Education	WEEKLY ACTIVITY SCHEDULE *Week of*

Enter planned activities at school and appointments with resources. Update daily.

Student Pat Rodriguez LC Mary Owens

		TIME	MORNING	TIME	AFTERNOON
MONDAY	SCHOOL	9-10	Advisory Group		
		10-11	Spanish II		
		11-12	Commerce Project Seminar		
	FIELD		Circle: RP, RO, CR	1-5	Circle: [✓ RP], RO, CR
			Name		Name David L. Jasper
			Phone		Phone 894-4519
TUESDAY	SCHOOL	10-12	City Library for project research	1:00- 2:30	Geometry I
				3-5	YWCA
	FIELD		Circle: RP, RO, CR		Circle: RP, RO, CR
			Name		Name
			Phone		Phone
WEDNESDAY	SCHOOL	9-10	Advisory Group		
		10-11	Spanish II		
		11:00-	Meet with Mary Owens		
		11:30			
	FIELD		Circle: RP, RO, CR		Circle: RP, [✓ RO], CR
			Name	1-3	Name Rose's Department Store
			Phone		Phone 681-2112
THURSDAY	SCHOOL	10-12	Take photographs for Advertising	1:00-	Geometry I
			project	2:30	
				3-5	YWCA
	FIELD		Circle: RP, RO, [✓ CR]		Circle: RP, RO, CR
		9-10	Name League of Women Voters		Name
			Phone 467-8361		Phone
FRIDAY	SCHOOL	9-10	Advisory Group		
		10-11	Spanish II	1-3	Begin to design Survey
					questionnaire for advertising
					project
	FIELD		Circle: RP, RO, CR		Circle: RP, RO, CR
			Name		Name
			Phone		Phone

Distribution: Original (White) - LC/files; Yellow - student FWL-EBCE Rev.1/76

Experience-Based Career Education

STUDENT PROJECT CHECKLIST

STUDENT Pat Rodriguez LC Mary Owens DATE 3/15/76

	YES	NO
A. PLANS		
REQUIRED ELEMENTS OF PROJECT		
1. Has the student planned an Exploration with at least one RP or RO?	✓	
2. Has the student identified related reading?	✓	
3. Has the student specified at least one tangible product?	✓	
4. Has the student identified interim deadlines for indicators and products and a deadline for project completion?	✓	
5. Is there someone designated to evaluate each indicator and product?	✓	
6. Does the student plan to attend all related project seminar meetings?	✓	
7. Is the project related to the student's long-term plans?	✓	
REVIEW OF GOALS AND INDICATORS:		
8. Do the goals and indicators focus on the development of knowledge of skills which will be useful in other contexts?	✓	
9. Do they challenge the student to go beyond what he/she already knows or knows how to do?	✓	
10. Does the importance of the goals and indicators warrant the estimated time involved?	✓	
11. Do project goals and indicators meet minimum package goals? *(See appropriate package goal checklist.)*	✓	
12. Are all the indicators realistic, given the time and resources available?	✓	
13. Is each indicator stated in terms of observable student performance?	✓	
14. Is there a sufficient number of indicators to determine whether the student has achieved his/her stated goals?	✓	
15. Does each indicator include a performance standard?		✓
16. If not, should a performance standard be included?		✓
B. PROGRESS		
1. Have you checked the student's progress with his/her Resource Person(s)?	✓	
2. Is the student involved in activities and working on products that will allow him/her to achieve his/her project goals and indicators?	✓	
3. Has the student shown his/her Project Plan to his/her Resource Person(s)?	✓	
4. Should the student's activities be redirected so that his/her original goals and indicators can be achieved?		✓
5. Is the student pacing his/her work to complete the project by the agreed-upon date?	✓	
6. Should the student's Project Plan, goals and/or indicators be changed?		✓
7. Should the due date be rescheduled?		✓
8. Is the student participating in the appropriate project seminars?	✓	

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Experience-Based Career Education

STUDENT PROGRAM CHECKLIST

This checklist serves as a reference for reviewing a student's overall program and participation in EBCE. The Learning Coordinator may also use the checklist to bring problems to the attention of the EBCE Program Director.

STUDENT Pat Rodriguez LC Mary Owens DATE 4/5/76

	YES	NO
1. Does the student's program provide for pursuit of individual interests?	X	
2. Is the student making progress toward refining his/her long-term goals and plans?	X	
3. Is the student spending 50% of his/her time in project activities, including at least 30% of his/her time with RPs and ROs?	X	
4. Is the student working toward at least 25 EBCE credits this term?	X	
5. Is the student making satisfactory progress toward meeting graduation requirements he/she has planned to meet this term?	X	
6. Is the student enrolled in an external course? How many? ________		X
7. Have all of the student's Project Plans been approved?		X
8. Is the student working actively on all of his/her projects?	X	
9. Has a Diagnosis and Plan or other appropriate planning form been completed and approved for each of the student's supplementary learning activities?	X	
10. Is the student making satisfactory progress in supplementary learning activities?	X	
11. Has credit been assigned for projects or other work completed so far?	N/A	N/A
12. Does the student's total set of project goals and indicators include some higher level cognitive objectives (beyond recall, comprehension levels)?	X	
13. Does the student regularly attend required advisory group meetings?	X	
14. Does the student regularly attend required project seminar meetings?	X	
15. Does the student complete required program forms and reports?	X	
16. Does the student keep his/her appointments and commitments to Resource Persons and Organizations?	X	
17. Does the student meet his/her own deadlines for projects and products?	X	
18. Has the student met EBCE minimum requirements in the following areas? (If not, what is being done?)		
Reading	X	
Writing	X	
Oral Communications	X	
Quantitative Skills	X	
Career Awareness		X
Decision-Making		X

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STUDENT PROGRAM CHECKLIST

Page 2 of 2

		YES	NO	DON'T KNOW
18. Is the student expanding his/her knowledge and skills in the core curriculum areas? (If not, comment below. If you don't know, confer with the student to learn his or her own assessment in these areas.)				
BASIC SKILLS	Reading	X		
	Writing	X		
	Oral Communications	X		
	Quantitative Skills	X		
LIFE SKILLS	Interpersonal Skills			X
	Problem-Solving	X		
	Decision-Making	X		
	Inquiry Skills	X		
CAREER DEVELOPMENT	Career Awareness	X		
	Self-Development	X		
	Career Decision-Making and Planning	X		
	Career Entrance Skills	X		

19. Is this student's participation in the program satisfactory to you: [X]Yes [ ]No
(If yes, in spite of several negative answers above, give rationale. If not, what action do you recommend?)

APPENDIX 2

IMPLEMENTATION PLANNING CHECKLIST

IMPLEMENTATION PLANNING CHECKLIST

Instructions for Using the Checklist

The Implementation Planning Checklist provides a format for developing an implementation plan as well as a handy index to FWL-EBCE documents. The first two columns cite the appropriate handbook(s) and page number(s) for each program element listed in the third column.

The fourth column provides space to record your decisions or plans that have been made regarding each item in the third column. For example, if it is decided that the program will serve 25 students to be selected from throughout the district, the number 25 should be entered opposite "size of student body." The phrase "district-wide cross-section" should be entered next to the entry entitled, "target population" (the first and second entries in the section headed "Students"). Mark any element of the FWL-EBCE model that will not be included in your program as Not Applicable (NA).

In some instances, the decision or plan will take up considerable space. If so, use a separate page and attach it to the form, and make a note in the appropriate space to see the attached sheet. For example, under Community Resources, Recruitment and Development, you are asked to list potential resources to contact and identify them by package or categories. This entry will require more space than the form provides. Other items may need a notation stating whether FWL-EBCE procedures or materials will be used as is or modified. If FWL-EBCE criteria and procedures will be followed, so note (i.e., "see handbook"); if not (and other procedures have not yet been developed), then enter "to be revised" or "to be developed." The entries become items to be included in the Tasks column.

The fifth column is for recording the tasks (if any) associated with the decisions and plans noted in the fourth column. Tasks that might be listed under Student Recruitment and Selection, for example, might include: plan presentations, write press releases, arrange orientation meetings (with administrators and counselors), and revise the FWL-EBCE application form.

In the Responsible Staff column, enter the name of the person who has primary responsibility for completing the task listed in the column to the left. Indicate individual responsibilities as often as possible. The seventh column provides space for entering the due date for each task. When these last two columns have been filled in, review them to determine whether anyone on the staff has been overloaded with tasks, if deadlines have been spread out over the available time, and to correct conflicts in deadlines or responsibilities.

Remember, this checklist is a tool to help you plan your implementation. If you find it easier to accomplish the same purpose using another format, by all means, do so. For some of the items, e.g., credit assignment, you may want to enlist the help of district staff who made the initial decisions concerning adoption. In any event, you will probably want to share your completed implementation plan with district staff for their comment and approval.

FWL-EBCE HANDBOOKS

GUIDE TO ADOPTION AND IMPLEMENTATION DECISIONS

(GAID)

STAFF DEVELOPMENT HANDBOOK

(SD)

VALUES & INFORMATION ... AN APPROACH TO EVALUATION PLANNING

(VI)

MANAGEMENT

1. Program Overview
2. Administration
3. External Relations
4. Student Recruitment and Selection

RESOURCES

5. Resource Development
6. Guide for Resource Persons
7. Package Development

GUIDANCE AND INSTRUCTION

8. Orientation
9. Learning Coordination
10. Supplementary Curriculum

PROJECT PLANNING PACKAGES

11. Commerce
12. Communications & Media
13. Life Science
14. Physical Science
15. Social Science

IMPLEMENTATION PLANNING CHECKLIST

PAGE 1 OF 13

HANDBOOK		PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
NO.	PAGE(S)					
		PROGRAM SCOPE				
		KEY DESIGN CONSIDERATIONS				
	GAID	COMPREHENSIVE *(EBCE staff responsible for students' total program)*				
		PART-TIME *(some curriculum accounted for by other school staff)*				
		STAFF				
		KEY DESIGN CONSIDERATIONS				
2 4	9 10 2 3	STUDENT/STAFF RATIO				
2	9 10	TOTAL NUMBER NEEDED				
2	49-61	ROLES, QUALIFICATIONS				
2	31-32	RECRUITMENT AND SELECTION PROCEDURES				
2	11 32	STAFFING PATTERN *(see also GAID, Task 4)*				
		STUDENTS				
		KEY DESIGN CONSIDERATIONS				
2	9	SIZE OF STUDENT BODY				
4	2 3	TARGET POPULATION *(e.g., high achievers, potential dropouts, a cross-section; from one high school or from throughout district; grade levels)*				

IMPLEMENTATION PLANNING CHECKLIST

PAGE 2 OF 13

HANDBOOK NO.	HANDBOOK PAGE(S)	PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
		Recruitment and Selection				
4	8 10	Recruitment campaign plan				
4	2 3	Target				
4	10-14	Methods *(e.g., media, presentations at schools, meetings with administrators and counselors)*				
4	25	Application				
4	12	Response to student inquiries *(who responds, when, where, what will they say)*				
4	3-6 15-17	Selection criteria and procedures				
4	7 16	Minimum number needed				
		First term				
		Subsequent term(s)				
		COMMUNITY RESOURCES				
		KEY DESIGN CONSIDERATIONS				
5	7-9	SIZE OF RESOURCE POOL				
5	9-14	DEMOGRAPHY OF RESOURCE POOL				
5	22-28 47-49	RESOURCE DEVELOPMENT AND TRAINING PROCEDURES				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 3 OF 13	
HANDBOOK		PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
NO.	PAGE(S)					
		Recruitment and Development				
5	7-11	Minimum number needed identified by:				
		Date needed *(day 1, midterm, subsequent terms)*				
		Package or career category				
		Development status *(recruited, interview only, guide written)*				
5	14-16	Potential resources *(identified fied by package or career category)*				
5	31-32 53-54 67-71	Contact and development status records *(how organized, maintained)*				
		Support				
5	45-51	Strategies for maintaining resource pool				
5	48 49	Strategies for solving student/ resource problems				
		Public Relations				
3	7-13 15-24	Campaign plan Needs Strategies Audience				

IMPLEMENTATION PLANNING CHECKLIST

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HANDBOOK		PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
NO.	PAGE(S)					
3	15-19	General and business communities informed *(e.g., media, presentations at organizational meetings, mailers)*				
3	4 5	School staffs informed *(e.g., presentations at staff meetings, informal discussions, articles in district newsletters)*				
3	20-22	Community advisory board Size Composition Functions Organization				
		PHYSICAL SETTING				
		KEY DESIGN CONSIDERATIONS				
2 10	29-30 3 8	LOCATION *(e.g., part of an existing high school, separate facility in downtown building)*				
2	29	SIZE *(e.g., two classrooms with movable partitions, two small buildings, office suite)*				
		Program Facilities				
2	12 29	Telephones *(number of instruments, number of lines)*				
2 5 9 10	12 29 53-57 67-71 121-145 9-17 19-22	Furniture and equipment *(files, copy machines, typewriters)*				

IMPLEMENTATION PLANNING CHECKLIST

PAGE 5 OF 13

HANDBOOK		PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
NO.	PAGE(S)					
2	29	Space *(offices, individual study areas, and group meeting areas)*				
		TRANSPORTATION AND LOGISTICS				
		Student Transportation				
2	9-12	Funding *(e.g., student reimbursed, tokens or tickets disbursed, mileage allowance)*				
2	9-12	Method *(e.g., public transit, school bus, auto)*				
		Staff Transportation				
2	9-12	Funding *(e.g., mileage, district credit card)*				
2	9-12	Method *(e.g., district car, private auto)*				
		Clerical Support				
2 5 9	61 32 126-7 231	Typing *(e.g., letters, guides, credit reports)*				
2 5 9	61 32 121-145	Filing *(guides, student records, blank forms)*				
2 4	61 12	Receptionist duties				
2 5 9 10	61 53-57 67-71 121-145 19-22	Production requests *(guides, blank forms, curriculum materials)*				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 6 OF 13	
HANDBOOK		PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
NO.	PAGE(S)					
5	53-57 67-71	Forms				
9	121-145	Selected				
10	19-22	Revised				
		Quantity needed determined				
		Printing instructions *(back-to-back, bond, multiple copy)*				
		Ordered				
		Date needed				
		Organized in files				
5	53-57	Files				
9	121-127					
10	16-17	Type *(student, resource, etc.)*				
		Number				
		Location				
		Access				
		Contents				
		Staff responsible for each				
		Format *(e.g., file folder, three-ring binder)*				

IMPLEMENTATION PLANNING CHECKLIST

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HANDBOOK		PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
NO.	PAGE(S)					
7 10	6 8 9	Materials				
		Kind				
		FWL-EBCE documents & handbooks				
		Programmed instruction				
		Texts				
		Career information				
		Quantity				
		Organization				
2	19	Insurance				
		Type				
		Coverage				
		INSTRUCTIONAL SYSTEM				
		Program Elements				
8 9 10	21-49 61-70 1-7 10-11	Group activities *(e.g., advisory groups, project seminars)*				
		Purposes				
		Format				
		Content				
2 9 10	25-27 62 67 7 8	Scheduling				

IMPLEMENTATION PLANNING CHECKLIST

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HANDBOOK		PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
NO.	PAGE(S)					
8	13	Individual student/LC conferences				
9	21-23 72 80 94-95					
		Purposes				
		Frequency				
8	11-12	Student needs assessment				
9	13-20					
	72-15	Needs to be assessed				
10	12-15					
		Methods				
		Instruments				
		Times *(entry, midterm, exit)*				
9	21	Program planning				
10	12-13					
		Methods				
		Forms				
		Frequency				
		Strategies				
9	71-96	Progress monitoring				
		Purpose				
		Methods				
		Strategies				
		Forms				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 9 OF 13	
HANDBOOK		PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
NO.	PAGE(S)					
		Project planning packages				
7 9	1-3 24-28 40 56-57	Use				
7	4-5 33	Number				
7	4-5	Fields				
7	6 29-30	Revisions				
		Student Orientation				
8	1-4 51-53	Purpose				
8	10	Length				
8	4-6 10-17	Content and activities				
8	6-8 57	Schedule				
8	21-49	Materials needed				
8	19-20 55-56	Credit				
		Requirements and Parameters				
8 9 10	2 13-17 24-27 11	Criteria for acceptable student programs *(number of units per term, time in community activities)*				
9	58-59 193	Criteria for an acceptable project *(see also SD, pages 73-78)*				

IMPLEMENTATION PLANNING CHECKLIST					PAGE 10 OF 13	
HANDBOOK		PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
NO.	PAGE(S)					
10	11	Limitations on students' activities *(e.g., no more than one college class per term, no more than four projects at one time)*				
9	13-17 24-27 34	Graduation requirements				
		EBCE competencies				
		District courses, credits				
		Grades				
2	7-8 33-34	Attendance				
7	2-3 7-14	Credit Assignment				
9 10	56-59 97-109 12-13 15-16	Criteria for assigning credit *(e.g., package goals)*				
9 10	109-112 15-16	Authority and responsibility *(e.g., LC, Program Director, classroom teachers)*				
9 10	97-112 15-16	Procedures				
		Frequency *(e.g., end of each term, whenever student submits project, midterm)*				
		Carryover of credit *(i.e., whether possible, how much, when, and how)*				
9 10	139-141 142-145 181 183 189-193 197-206 19-45	Forms for evaluating student performance and products				

IMPLEMENTATION PLANNING CHECKLIST — PAGE 11 OF 13

HANDBOOK		PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
NO.	PAGE(S)					
2 9	3-4 99	Credit system				
		Type of units *(e.g., EBCE credits, carnegie units)*				
		Length of term *(e.g., semester, quarter)*				
2	3-4 99	Allowable subject areas				
		SUPPLEMENTARY CURRICULUM				
		KEY DESIGN CONSIDERATIONS				
10	1-4	PART OF EBCE PROGRAM				
10	1-4 10	USE OF EXISTING PROGRAMS, & FACILITIES IN SCHOOL *(e.g., mathematics & language laboratories, tutorial programs)*				
		Resources				
10	3-4	Areas needed *(e.g., math, reading, foreign languages)*				
10	2 8 9	Type and number needed *(e.g., tutors, peer counselors)*				
		Activities				
10	4-7	Tutorials				
10	8	Individualized programmed instruction				
10	10	Classes				

IMPLEMENTATION PLANNING CHECKLIST

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HANDBOOK		PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
NO.	PAGE(S)					
		Diagnosis of Student Need				
10	12-13	Methods				
10	19-28	Forms and instruments				
10	12-13	Matching of Student Needs with Activity				
10	14-15	Progress Monitoring				
		Purpose				
		Methods				
		Procedure				
		Strategies				
		Forms				
10	15-16	Credit Assignment				
		Criteria				
		Procedures				
		PROGRAM EVALUATION				
		Evaluation Responsibility				
		Evaluation Audiences				

IMPLEMENTATION PLANNING CHECKLIST

PAGE 13 OF 13

HANDBOOK		PROGRAM ELEMENT	DECISION OR PLAN	TASK	RESPONSIBLE STAFF	DEADLINE
NO.	PAGE(S)					
		Information Preferred by Audiences				

APPENDIX 3

SAMPLE STUDENT PROJECT PLANS

Experience-Based Career Education

STUDENT PROJECT PLAN

STUDENT Janet Murray PROJECT NO. 1 PACKAGE Social Science & Biology

LC APPROVAL ____________ DATE ____________ DATE PROJECT STARTED ____________

TECHNICAL ADVISOR(S) *(If any)* ____________

I. PROJECT DESCRIPTION

A. *Title* *The problems of over-population and birth control methods of the Canine, and the Reproduction cycle compared to the Human*

PLANNED CREDITS		EBCE Credits
Subject Area(s)	1. *Biology*	
	2. *Sociology*	
	3.	

B. *Theme* *(Please give a brief description of your project)* *I would like to compare the human reproduction cycle to that of the canine reproduction cycle. I want to discover possible methods for controlling canine population growth. I also, would like to know how these methods work, and if they work in today's society.*

C. ***Questions to be Investigated:***

Where could I get some embryo pictures of the canine, Why is it that dogs always have more than one offspring and humans usually have one, What birthcontrol methods are there for the dog, Which has proven to work the best, How do these methods work, What other methods besides the spaying, and drugs are there. What is the animal population, Why has the pet population gotten to be a problem, Who is responsible for the population, Why should the public be concerned about the over-population problem.

FOR LEARNING COORDINATOR USE ONLY

Mid-Term Review ____ *Initials* *Date*	*End-of-Term Review* ____ *Initials* *Date*

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STUDENT PROJECT PLAN

Page 2 of 4

II. IDENTIFICATION OF RPs, ROs, & CRs

A. Completed Visits *(Identify resources already visited for Orientation)*

Resource Name	Address	Phone	RP	RO	CR	Hours Spent
Dr. Walton	Westlake Pet Hospital	460-6414	✓			50
Dr. Susan Walton			✓			10
Dr. Schott	U.C. Davis		✓			

B. Planned Visits *(Identify the resources you PLAN to work with. Repeat names from above if you plan additional visits. Your project MUST include an Exploration with at least one RP or RO.)*

Resource Name	Address	Phone	Acty *Level			RP	RO	CR	Est. Hours
			O	E	I				
Dr. Walton	Westlake Pet Hospital	460-6414	✓	✓	✓	✓			40

* O = Orientation; E = Exploration; I = Investigation

C. Related Reading/Research *(Give Titles and Authors)* Veterarians Dictionary, Modern Veteranary Practice, Friskies Research Digest, Canine Practice, The California Veterinarian, Journal of the American Veterinary Medical Association, Scope of the Veterinary, Science books of all kinds

III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS *(See Resource Guides. Some sites require special insurance, health certificates, etc.)*

A. Prequisites ________

B. Materials or Equipment ________

IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

A. Site Visits 60 Hrs. Product Production 45 Hrs.

B. Reading 35 Hrs. Other (specify) Packages 7 Hrs.

TOTAL HOURS 147

LAST DATE FOR COMMITMENT TO COMPLETE PROJECT ________

PLANNED PROJECT COMPLETION DATE ________

STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page 3 of 4

Student Janet Murray **LC** John **Project Title**

Goals and Indicators	For Indicators		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments
A. I will learn of the human reproduction cycle.		LC			
1. I will identify the human reproduction cycle in a picture essay.		↓			
2. I will tell you of the reproduction of mamals in a report.					
B. I will know the canine reproduction cycle.					
1. I will identify the reproduction of a canine in a picture essay.					
2. I will write a report of what I know about multiple birth.					
C. I will compare the canine and human reproduction cycles.					
1. I will look at the canine and human reproduction cycles from the picture essays I did and make a report of their differences.					
D. I will know the methods that have been discovered to help prevent over-population of the canine and know how they work.					
1. I will identify certain methods of birth control and tell how they work in a report.					
2. I will also communicate to you why they didn't work.					
3. I will show you which methods are in use today in a picture essay.					

USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY

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STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page 4 of 4

Student ________________ **LC** ________________ **Project Title** ________________

Goals and Indicators	For Indicators		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments
E. I will know how problems of population can be controlled in todays society.		LC ↓			
1. I will construct a report on my opinion and others from books I will read.					
F. I will know why over-population should be a concern to the general public.					
1. I will organize a report of why the public should be concerned.					
2. I will show newspaper articles that relate to this problem.					

Experience-Based Career Education

STUDENT PROJECT PLAN

STUDENT Bill Ramirez PROJECT NO. 1 PACKAGE

LC APPROVAL DATE DATE PROJECT STARTED 10/29/75

TECHNICAL ADVISOR(S) *(If any)*

I. PROJECT DESCRIPTION

A. *Title* Horticultural Work

PLANNED CREDITS

Subject Area(s)		EBCE Credits
	1. Science	3
	2. English	3
	3. Career Exploration	3

B. *Theme* *(Please give a brief description of your project)* The purpose of this project is to research and explore the maintanance care and reproduction of plants, the diffrent fields in horticulture, the identification of diffrent species of plants, the plants that are used for medicine and the ones that are dangerouse to our health, and to learn the annuall income of florists and the diseases of plants.

C. *Questions to be Investigated:*
What tasks do they have to do with the plants to keep them groomed? how often do they fertilize the plants? What are the methods they use to reproduce the plants? What are some of the diffrent fields in horticulture? How do they do the identification of diffrent species of plants? What plants do they use for medicines and which ones are poisonous? How much do florists make a year? And how they identify the diffrent diseases of plants?

FOR LEARNING COORDINATOR USE ONLY

Mid-Term Review	cfw *Initials*	Dec. 12, 1975 *Date*	*End-of-Term Review*	*Initials*	*Date*

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STUDENT PROJECT PLAN

Page 2 of 4

II. IDENTIFICATION OF RPs, ROs, & CRs

A. Completed Visits (Identify resources already visited for Orientation)

Resource Name	Address	Phone	RP	RO	CR	Hours Spent
Mr. Yoshimura	11793 North grove road	940-1383	X			3
Bob O'Connell	1037 S. Center street	466-0951	X			3

B. Planned Visits (Identify the resources you PLAN to work with. Repeat names from above if you plan additional visits. Your project MUST include an Exploration with at least one RP or RO.)

Resource Name	Address	Phone	Acty *Level			RP	RO	CR	Est. Hours
			O	E	I				
Mr. Yoshimura	11793 North grove road	940-1383				X			
Bob O'Connell	1037 S. Center street	466-0951				X			
Library						X			
Mr. Watson		940-8238							

* O = Orientation; E = Exploration; I = Investigation

C. Related Reading/Research (Give Titles and Authors) ______

III. SPECIAL REQUIREMENTS OR PREREQUISITES NECESSARY FOR SITE VISITS (See Resource Guides. Some sites require special insurance, health certificates, etc.)

A. Prequisites None

B. Materials or Equipment None

IV. ESTIMATED TIME REQUIRED FOR THE FOLLOWING ACTIVITIES

A. Site Visits 40 Hrs. Product Production 8-10 Hrs.

B. Reading 16 Hrs. Other (specify) ______ Hrs.

TOTAL HOURS 76

LAST DATE FOR COMMITMENT TO COMPLETE PROJECT Nov 3, 1975

PLANNED PROJECT COMPLETION DATE ~~Dec. 1, 1975~~ Dec. 10, 1975

STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page 3 of 4

Student Bill Ramirez **LC** Carla **Project Title** Horticulture Work

Goals and Indicators	For Indicators		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments
1. Learn how to care and maintain plants in general:					
A. submit a report on the maintanance and care of plants in general.	12/10	Carla	12/12	1	Well done.
2. Become aware of the diffrent fields of work in horticulture:					
A. Do a written report on the diffrent fields of horticulture.	12/10	Carla	12/12	1	
3. Learn the identification of diffrent plants:					
A. make a illustrated report on fifty diffrent plants.	12/10	Carla	12/12	1	O.K, had only 10 pictures
B. submite a pictorial essay on diffrent species of plants.	12/10	Carla	12/12	1	Very good.
4. Learn about plants they use for medicine and ones that are dangerouse to our health:					
A. submite a report on the plants used for medicine.	12/10	Carla	12/12	1	
B. make a list of plants that are poisonouse and in what way.	12/10	Carla	12/12	1	
5. Learn the annual income of florists:					
A. make a written report	12/10	Carla		--	

USE AS MANY COPIES OF THIS PAGE AS ARE NECESSARY

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STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page 4 of 4

Student Bill Ramirez **LC** Carla **Project Title** Horticulture

Goals and Indicators	For Indicators		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments
6. Learn how they reproduce certain species of plants:					
A. Do a report on the propogation of plants.	12/10	Carla	12/12	1	
B. Make a pictorial essay on propogation of plants.	12/10	Carla	12/12	1	
7. Learn to identify the various diseases of plants:					
A. submite a report illustrating and identifying diffrent diseases of plants.	12/10	Carla	12/12	1	

US 3 MANY COPIES OF THIS PAGE AS ARE NECESSARY

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INSTRUCTIONS FOR COMPLETING
THE LAST PAGE(S) OF YOUR PROJECT PLAN

TO THE STUDENT:

1. Your project GOALS should say what you want to learn about or learn how to do. Use verbs such as know, understand, solve, perform, and communicate. For example, you might want to learn how to play the guitar, develop photographs, understand the political party system in the United States, or know what effects pollution has had on plants and animals that live in your area.

2. Your INDICATORS should tell how you and your Learning Coordinator will know when you have satisfactorily accomplished your goals. Indicators are examples of some of the things you should be able to do when you complete your project. They must include at least one product. You should use words like describe, compare, organize, analyze, and construct when writing your indicators. See the sample projects in the project planning packages for examples.

3. Give DUE DATES for each indicator to tell when you will complete the product or demonstrate you can perform the task described.

4. State who will EVALUATE each performance or product.

5. NUMBER each goal statement and use LETTERS to identify your indicators.

Your Learning Coordinator can help you write your goals and indicators, making sure they meet the appropriate package goals. Show your Project Plan, even early drafts of it, to your resources and to whomever you want to evaluate your products and performance. Your resources need to know what you want to learn and will tell you whether they can help you learn it. They may suggest some changes in your goals and indicators. Your evaluators need to know, in advance, what they will be asked to evaluate.

When you have completed a product or are ready to have a performance judged, ask your evaluators to write their ratings and comments (be sure they initial each) on this form. When all of your evaluators have recorded their ratings and comments, submit your Project Plan, together with a completed Project Summary Report and all of your products, to your Learning Coordinator for his or her evaluation and for credit assignment.

TO RESOURCES AND EVALUATORS:

This form tells you what the student has set as his/her goals and indicators for this project. The student may have designated you as the appropriate person to determine whether he/she has satisfactorily completed some of the indicators.

If you have agreed to evaluate the student's progress and performance in these areas, please use this form to record your rating(s) and comments. Rate the student's performance on each indicator by entering the appropriate number:

1 = Product or task SATISFACTORILY COMPLETED
2 = Product or task PARTIALLY COMPLETED, or needs improvement (please explain)
3 = Product or task NOT COMPLETED
4 = Cannot evaluate

Please initial each rating, sign your comments, and return this form to the student.